

Chertsey Primary School

Annual Report



2018



4398

Introduction

The Annual Report for **2018** 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.

Karen Auinger

Principal (Relieving)

School contact details

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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

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. 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.

The Learning Domain– school evaluation and evidence collected in 2018 highlighted the following:

Our policies, programs and processes address and monitor the learning needs of all students and clearly defined behavioural expectations are effectively embedded through a positive teaching and learning environment (PBL). School programs address the specific requirements of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students from low-socio economic backgrounds). Curriculum development is enriched by learning associations with other local schools and organisations. Chertsey Primary School actively collects and uses information to support students' successful transitions to a range of settings. Our school forms active partnerships with outside agencies and works collaboratively to ensure continuity and high ambitions for student learning.

Future directions include the alignment of new syllabus scope and sequences with quality assessment tasks and rubrics to track student progress and achievement.

The Teaching Domain– school evaluation and evidence collected in 2018 highlighted the following:

Teachers collaborated across stages and with specialist teachers such as the learning and support teacher to share curriculum knowledge and other information about student progress and achievement, allowing for the sequential development of programs and lessons which meets the needs of students. Classrooms are well managed with well planned, differentiated teaching taking place, so that students can actively engage in their learning, with minimal disruption.

Professional learning at Chertsey Primary School is aligned with the school plan, with a particular focus on improved teaching methods in literacy and numeracy. Teachers regularly draw on and implement evidence-based research to improve their performance and development. They are actively engaged in planning their own professional development to improve their own performance and share learning from targeted professional development with others.

Future directions include explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement.

The Leading Domain– school evaluation and evidence collected in 2018 highlighted the following:

The school's executive team supports continuous improvement, models effective, evidence-based practice and communicates school priorities to all stake holders. Staff proactively seek to improve their performance and develop programs and processes to meet the school's improvement measures. The school promotes effective engagement with members of the local community such as parents, families and business organisations. School community satisfaction is measured, analysed and regularly shared. Physical learning spaces are used effectively to meet a broad range of student learning interests and needs.

Future directions include using current research and data to drive the school plan to achieve greater impact on the achievement of student outcomes .

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/sef-evidence-guide>

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

Overall summary of progress

Equity funds were used to increase LaST time to assist in classrooms with a focus on literacy and numeracy groups. K–2 teachers continued to implement Language, Literacy and Learning (L3) Program in Kindergarten, Year 1 and Year 2. 100 % of Kindergarten students are reading Level 9 texts or above, 83% of Year 1 students are reading Level 16 texts or above and 60% of Year 2 students are reading Level 21 texts or above. Primary classes utilised LaST resources and assessment data to differentiate programs in Literacy. Staff are trained in Focus on Reading and consistently use super six strategies to teach comprehension. Staff have been trained in the Seven Steps Writing Program, SCOUT to analyse NAPLAN results, BEST START and ALAN. All teachers and executive engaged in professional learning with LaNSA on the progressions involving additive or multiplicative strategies. Teachers assessed a sample of students and tracked them on the progressions and were able to link behaviours to the syllabus. Science & Technology, History, Mathematics and English Scope and Sequences were reviewed for full implementation in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%.	Day Relief for BEST START Training \$1500 Day Relief for Executive Progression Introduction and Training \$1500 Time allocation for meetings and PL LaNSA Funds allocated where needed from TPL budget	All teaching staff upskilled and familiar with progressions. LaNSA worked with all staff using the progressions to inform teaching practice and improve student outcomes. LaST delivered literacy intervention programs to at risk students as identified by class teachers.
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)	Teacher to deliver and coordinate Aboriginal Education Programs Funds allocated for Staff professional Learning Aboriginal Equity Funds allocated where needed PLP meetings	Students attended a connecting to country excursion. Every family attended to set literacy, numeracy and personal goals for their child.
The percentage of students achieving expected growth	Additional LaST support for 3 days per week.	Teacher delivered literacy and numeracy support programs to identified Year 3 and Year 5 students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%.	\$62000	LaST delivered literacy intervention programs to at risk students as identified by class teachers.

Next Steps

NEXT STEPS:

Teachers continue to use ALAN to inform teaching practice with class group in Phonological Awareness and Quantifying Number.

Evaluate professional learning activities to identify and systemically promote the most effective strategies.

Embed explicit systems for collaboration, effective practice and feedback to drive ongoing school wide improvements in teaching practice and student outcomes.

NAPLAN enrichment program to stimulate those students working above expectations, identified by classroom teachers and LaST's.

NAPLAN improvement program to support those students below expectations, identified by classroom teachers and LaST's.

All staff using learning intentions and success criteria in their classrooms.

Refinement of scope and sequences and assessment schedules for each grade.

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

Overall summary of progress

PBL data confirms knowledge of rules and expectations in the classroom and playground are embedded across the school, with students demonstrating these on a regular basis. Consistent language and signage is maximised around the school. 'You Can Do It' continues to be a focus in all K–2 classes. The updated digital version was purchased for 2019 implementation K–6. Teaching programs and registers reflect the explicit teaching of skills to assist students to develop their social and emotional skills whilst building resilience. Behaviour is communicated weekly through Chester Cards and assembly awards. Attendance data was regularly monitored and reviewed with 36% of students receiving awards for 96% or above attendance. Classroom teachers are recording efforts to contact parents following 2 and 3 day absences and seeking justifications. SLSO's are allocated to reflect areas of student need and to provide playground support. Teachers engage in continual discussions and professional learning to compliment our welfare policy. Sentral platform tool purchased for roll marking and incident recording.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Updated digital YCDI program \$600 Teachers lanyards, vests, stickers and stamps \$500 Prizes for Chester Awards \$1220 SLSO's employed to work with students in the playground and support any in need of emotional support. \$40000	Purchased YCDI to be implemented across the school K–6 PBL implemented in all classes Teachers regularly use Chester's to acknowledge positive behaviour Teachers regularly attended PBL Network meetings 95% of students attended reward days for attendance and behaviour.
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)	Class teachers Year 4–6 support implementation of on line survey	75 students participated in the Tell Them From Me survey. 77% of students feel accepted and valued by their peers and by others at our school.

Next Steps

All staff using Sentral to record incidents; roll marking; meeting minutes and reporting to parents.

Continue monitoring and refinement of Chester reward and behaviour system.

The importance of regular school attendance will be published in the school's newsletter and Facebook page as well as promoted to students at assemblies.

Executive, classroom teachers and attendance monitor continue to monitor attendance and absences.

Establish a calm space in every room, visual timetables and whole school calm areas. Implement 'You Can Do It' across the school.

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

Overall summary of progress

Parents/carers and community members contribute to our school through helping in the classrooms, canteen and the library, attending assemblies, assisting with school banking, Kindergarten orientation day, supporting sporting events by driving groups of students to venues, organising the Year 6 farewell and fundraising to purchase school resources. Easter Hat Parade, School concert, book week parade and school assemblies were well attended.

Our active P&C coordinated successful Mother's Day and Father's Day stalls, Easter raffles and pie drives. As a result of a successful grant application with the P&C and the school we were able to purchase a mobile kitchen for class cooking.

Staff are continuing links with the local Kincumba AECG. We work closely with the Erina Learning Community providing learning opportunities for staff and students, including Education Week performances, ANZAC day activities, GAT's days, Aboriginal workshops and excursions.

Regular reviews and focus meetings are held for students and families in our support unit. Personal learning plans are developed in consultation with the students and families. Face to face or phone interviews were held for all students.

We have continued to hold open days for preschool children and work closely with our local pre schools to ensure that our Kindergarten Headstart program and transition to school is positive and inviting. Year 5 and 6 transition days are held with Erina High school.

Coffee Club hosted by our School Chaplain has engaged parents in conversation, mindfulness, yoga and cooking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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)	Chaplain – Coffee mornings Chaplain engaged to survey parents	Data collected from TTFM was limited by the number of parent responses. This will be reviewed to increase participation. Informal conversations shared showed parents are happy with their child's education and feel informed and welcome at the school.
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%	Time allocated for staff to update and monitor school website and Facebook page. \$2000 Chaplain \$14200	A 10% increase in our parent community are currently accessing our website compared to 2017. A 22% increase in our parent community are currently accessing our Facebook page. We have a 95% response rate to messages through our Facebook.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in attendance at school events.	Catering costs \$2000 Teacher release to plan events \$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 80% of families attended these special occasions. 10 prospective new families attended our Kindergarten Open Day resulting in 8 student enrolments.

Next Steps

Community Consultation to further engage parents in community events and learning opportunities.

Increase number of parents accessing communication via School website, newsletter or Facebook page.

Engaging Aboriginal Education Officer in professional learning in developing meaningful learning plans for Aboriginal students.

Investigate strategies to increase parent participation in Tell Them From Me Survey to inform future planning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	128	121	120	116
Girls	105	99	109	112

In Term 4 of 2018, 228 students were enrolled at Chertsey Primary School.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.6	93.6	93.9	94.2
1	93.5	93.1	92.4	91.4
2	91.4	91.3	90.8	90.7
3	95.4	91	92.9	90.2
4	91.4	92.5	91.5	89.5
5	90.4	92.6	92.8	88.8
6	91.3	92.4	93.9	88.6
All Years	92.3	92.3	92.6	90.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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. 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 and unexplained late arrivals. 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 96% and above attendance rate for the year receive a certificate and recognition at our whole school presentation day. In 2018, 81 students were eligible for the award.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.77
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.42
Other Positions	2.4

*Full Time Equivalent

During the 2018 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	0

Professional learning and teacher accreditation

In 2018, 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 \$23,211.00 for teacher professional learning.

During the course of the year, 1 beginning teacher acquired his accreditation at Proficient level. All staff are 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 Trauma informed Schools, Disability Awareness, Best Start, Code of Conduct, CPR and anaphylaxis.

Staff meeting sessions were delivered in anti-bullying, supporting student attendance, Literacy and Numeracy Progressions, ALAN, SCOUT, student wellbeing, differentiation in the classroom and Autism awareness.

Other professional development attended by staff included Aboriginal education, Deaf awareness, Oliver, Science & Technology, Dyslexia & Significant reading difficulties, financial planning, SAP, Leadership and Management credential, SLSO Conference and Positive Behaviour for Learning (PBL).

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	191,171
Revenue	4,097,815
Appropriation	3,855,607
Sale of Goods and Services	32,014
Grants and Contributions	208,488
Gain and Loss	0
Other Revenue	0
Investment Income	1,707
Expenses	-3,724,863
Recurrent Expenses	-3,724,863
Employee Related	-3,450,142
Operating Expenses	-274,722
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	372,951
Balance Carried Forward	564,122

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

Funds in 2018 were allocated to staffing which included extra support staff time and an additional classroom teacher.

The school's annual financial summaries are discussed at P & C meetings.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,652,796
Base Per Capita	49,104
Base Location	0
Other Base	1,603,692
Equity Total	301,397
Equity Aboriginal	33,237
Equity Socio economic	122,531
Equity Language	16,744
Equity Disability	128,886
Targeted Total	1,100,022
Other Total	545,372
Grand Total	3,599,589

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.

School performance

NAPLAN

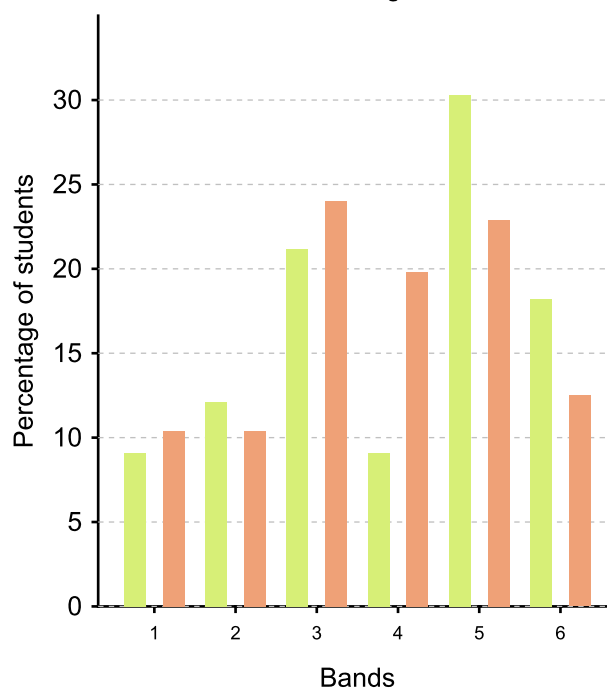
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

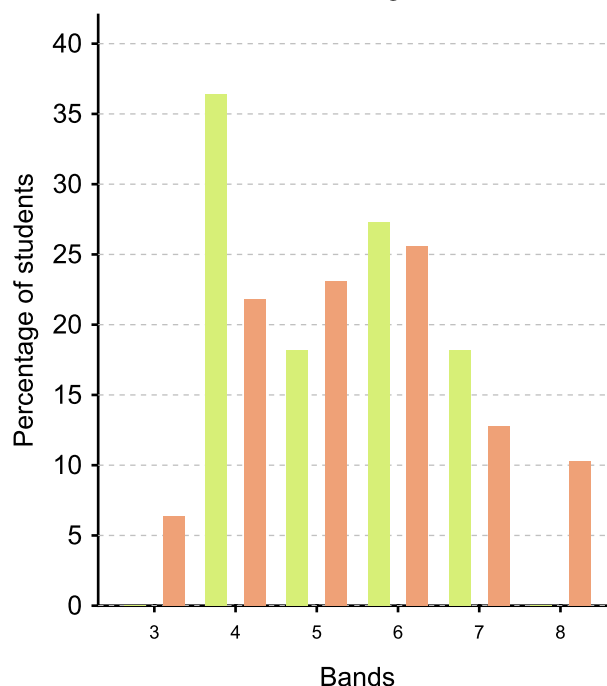
In 2018 our school participated in the paper format of NAPLAN. 48.5% of Year 3 students achieved at proficient level (top two bands) in reading. 45.5% of Year 5 students achieved in the top three bands in reading. Student average scores years K–3, 3–5 and 5–7 all increased showing added value to results over time. In years 3–5 there was an 8.5% improvement in 2018 compared to the 2017 data.

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

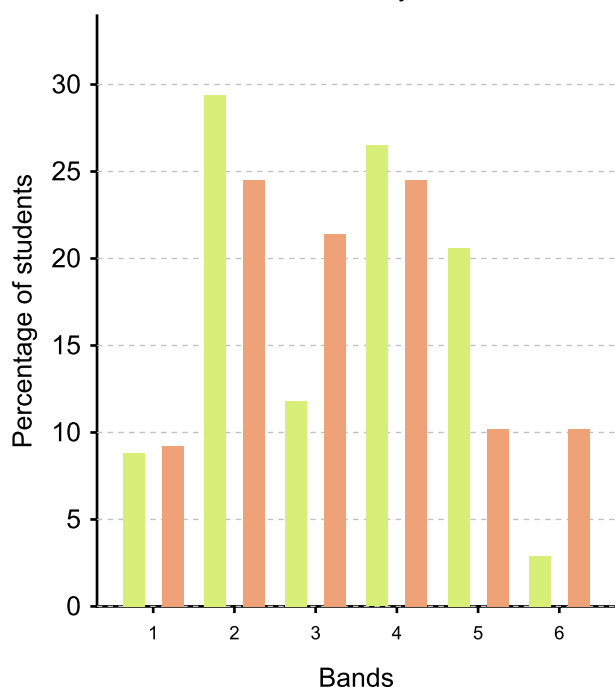
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

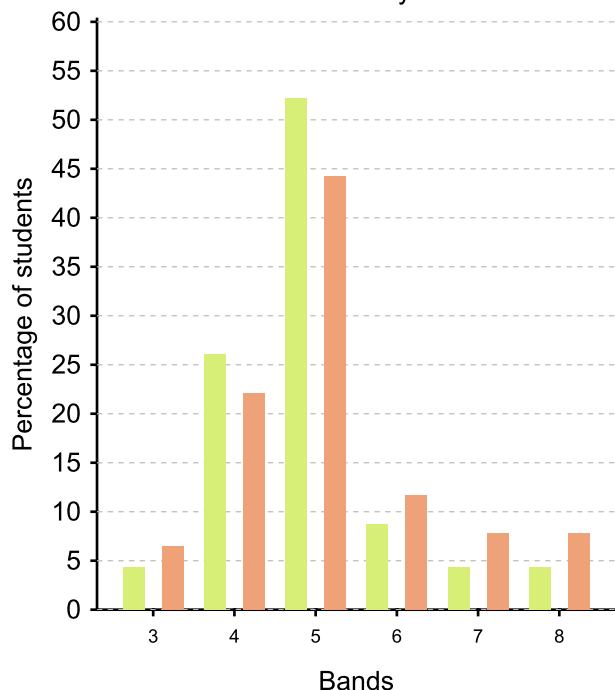
In 2018 our school participated in the paper format of NAPLAN. 23.5% of Year 3 students achieved at proficient level (top two bands) in numeracy. 17.3% of Year 5 students achieved in the top three bands in numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results

28% Year 3 and Year 5 students achieved proficiency (top two bands) in Reading and Numeracy in 2018 compared with 16.5% in 2016. Our school target is an improvement of 10%.

State Priorities: Better services – Improving Aboriginal education outcomes

Our school target is to increase the number of students in the top two NAPLAN bands by 35% by 2020.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about our school. The school uses the Tell Them From Me survey, chaplain and consultation with all stake holders to identify school improvement initiatives. An overview of the responses is represented below.

- Notes home and the school newsletter continue to be the most widely used by parents to access information about the school. A growing number of families are using Facebook and the school web site to access information. The community including staff highly valued the school concert, AUSLAN and transition programs. Parent opinions were sought for school planning and curriculum delivery.
- Most students feel supported at school and believe staff hold high expectations for all students to succeed. They feel accepted and valued by their peers and by others at their school. Our Aboriginal students feel good about their culture and believe their teachers have a good understanding of their culture.
- All students and staff are aware of and support our (PBL) Positive behaviour for learning school wide expectations.

The percentage of parents who provide feedback has decreased with the introduction of online surveys such as Tell Them from Me and this strategy will be reviewed and evaluated to decide if we can increase its success or if alternative strategies need to be explored. Parent focus groups and informal conversations have provided the most meaningful and genuine feedback.

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.

Teachers, students and parents enjoyed NAIDOC week celebrations with a traditional smoking ceremony, and an acknowledgement to country from our High School students. All students were involved in Indigenous inspired dance, singing and story– telling workshops leading up to NAIDOC and throughout the day.

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.

A connecting to country excursion to Brisbane Waters National Park was held for all Aboriginal students, and some of our students were selected to participate in the Contemporary Indigenous Dance workshop run by the Arts Unit. 4 students represented the school at the Central Coast Dance Festival in the Regional Indigenous Dance Group run by NAISDA.

In consultation with the local Aboriginal Land council, staff & P&C our sports houses were renamed in the Darkinjung language with new animal emblems. These are Gugandi (kookaburra), Gudad (frog), Birima (duck) and Mari (wallaby).

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 South African, Korean, Indonesian, Maori, Chinese, Italian, Thai and Spanish 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 to 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 2018.