

2021 Annual Report

Chertsey Primary School



4398

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Chertsey Primary School strives for excellence where students, staff, caregivers and external agencies work in partnership to maximise student's potential in an inclusive, nurturing environment that is connected to culture.

School context

Chertsey Primary School is a co-educational school, situated in Springfield on the Central Coast, consisting of mainstream and support classes. The school site boasts large green open spaces with two distinct playground areas both consisting of play equipment. Chertsey has an under cover learning space, school garden, basketball courts, a large field, computer lab and a well equipped library.

Chertsey Primary School has strong connections with our local educational partners, AECG Tjudibaring and the Erina Learning Community of schools. Fifteen percent of our students are Aboriginal and/or Torres Strait Islander.

The school has a separate learning and community space called Chertseydale Cottage which hosts a before and after school care facility, CHOOSH. Chertsey employs a school chaplain who works with students, parents and staff and utilises the community space in the cottage. The cottage is also available for community groups to hire. The cottage will be refurbished during this school plan and the vision for the new cottage will be to create a space that will continue to build the community partnerships, be a place of belonging for our local community and where all members can come together to learn and grow from and with each other.

Chertsey Primary School is a small school with a big heart. We focus on ensuring that students feel safe, secure and have a positive sense of belonging as we know that this coupled with a strong home-school partnership, students will flourish cognitively, socially, emotionally, spiritually and physically.

After an authentic situational analysis and in consultation with the community and Aboriginal Education Consultative Group (AECG), our strategic directions are: Thrive - Excellence in Student Growth and Attainment, Flourish - Excellence in Wellbeing and Unite - Excellence in Community Partnerships. Our initiatives are: quality literacy and numeracy education, systems and processes, Positive Education, Aboriginal education, wellbeing systems and processes, strengthen home-school partnerships and strengthen community partnerships.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations for academic success by developing evidence-based teaching practices which are responsive to the learning needs of students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Literacy Education
- Quality Numeracy Education
- Quality Systems and Processes

Resources allocated to this strategic direction

Socio-economic background: \$177,175.00

Professional learning: \$5,700.00

Literacy and numeracy: \$3,437.00

QTSS release: \$46,193.00

Per capita: \$15,000.00

Summary of progress

Strategic Direction 1 had a high focus on Multi-Sensory Structured Literacy Education (MSLE) which strengthens the phonological skills of students to strengthen reading and writing practices. Numeracy scope and sequences and programs were evaluated and updated to ensure they reflected best practice and connected learning. Newman's Error Analysis (NEA) has been delayed until 2022 due to COVID. NEA is the practice of reading and comprehending word problems in mathematics.

Staff strengthened their teaching skills and knowledge of best pedagogical practices through quality professional learning, demonstration lessons, observations, quality and authentic feedback, data analysis and collaboration. All of this was supported by strategic resourcing of personnel and physical equipment.

Our percentage of students achieving in the top two bands of reading exceeded our benchmark of 29.4% and our current measure is 37.8%. The same can be said of expected growth in reading, where we have exceeded our benchmark of 46.7% and our current measure is 63.64%.

We had an increase in Yr 5 students achieving correct answers in the reading check in assessment from 48% to 54.7% and an increase of Yr 5 students achieving correct answer in the numeracy check in assessment from 41% to 49.5%.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 29.4%. Increase the percentage of students achieving in the top 2 bands NAPLAN numeracy to be above the system negotiated target baseline of 19.3%.	Expected growth in reading exceeded baseline of 46.7% actual measure is 63.64%. Expected growth in numeracy was below targeted baseline of 27% and actual measure was 9.09%.
More than 46.7% of students achieve expected growth in NAPLAN reading (system-negotiated target baseline).	Top 2 bands Reading exceeded baseline of 29.4% actual measure is 37.8%.

More than 27% of students achieve expected growth in NAPLAN numeracy (system-negotiated target baseline).	Top 2 bands Numeracy was below targeted baseline of 19.3% and actual measure was 10.81%.
<p>Increase the number of Year 3 students achieving correct answers in the Check-In Assessment in reading from 59.9% to 63%.</p> <p>Increase the number of Year 5 students achieving correct answers in the Check-In Assessment in reading from 48% to 51%.</p> <p>Increase the number of Year 3 students achieving correct answers in the Check-In Assessment in numeracy from 59% to 63%</p> <p>Increase the number of Year 5 students achieving correct answers in the Check-In Assessment in numeracy from 41% to 48%</p>	<p>Yr 3 Students achieving correct answers in reading Check in Assessment measured 59.1% in term 4 2021.</p> <p>Yr 5 Students achieving correct answers in reading Check in Assessment measured 54.7% in term 4 2021. This is an increase from 48%.</p> <p>Yr 3 Students achieving correct answers in numeracy Check in Assessment measured 56.8% in term 4 2021.</p> <p>Yr 5 Students achieving correct answers in numeracy Check in Assessment measured 49.5% in term 4 2021. This is an increase from 41%.</p>

Purpose

To maximise student learning outcomes in cognitive, social, emotional, spiritual and physical elements. We will further develop and refine our whole school and individual wellbeing approaches to ensure that we focus on proactive methods that are responsive to the needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Education
- Aboriginal Education
- Wellbeing Systems and Processes

Resources allocated to this strategic direction

Socio-economic background: \$100.00

Chaplain: \$7,488.00

Professional learning: \$1,200.00

: \$68,101.00

Summary of progress

Assistant Principal Learning and Support delivered Positive Education teacher professional learning to staff (ongoing throughout 2021). A significant amount of time was committed by the school to ensure that this teacher professional learning was a success. Data showed that this professional learning increased teacher understanding of traits a positive mindset. The employment of additional School Learning Support Officers (SLSOs) outside of integration funding provided further support for students in all areas of their particularly academic and social/emotional development.

Employment of an Aboriginal Education Worker did not occur in 2021 as there was no successful candidate. This advertisement will run again in 2022. Due to COVID, there was insufficient internal wellbeing data to analyse in five-week cycles. Also due to COVID, there was no opportunity to celebrate with our Aboriginal community to foster stronger partnerships. No parent information sessions to inform our community of Positive Education and Wellbeing approaches were run due to COVID. Due to COVID and home learning, Aboriginal students were limited in their capacity to share their culture with their non-Aboriginal peers. Professional learning for staff focusing on developing staff knowledge on embedding perspectives into programs was placed on hold due to COVID restrictions. Engagement with the Department of Education's (DoE) Aboriginal Education team will occur in 2022 as will be the re-advertising Aboriginal Education Worker position to support students and engage Aboriginal families in the community with school events.

The learning from home remote learning survey showed that Chertsey Primary School was providing appropriate work which was differentiated and modified as a result of regular parent feedback as required. The phone check ins and zoom lessons as well as zoom class social check-ins with students and parents supported home based learning. Additional licences and trials of online learning platforms were purchased in 2021 to further support home based learning. Mindfulness activities from Head and Heart Mindfulness were sent home to families. Additional laptops and accessories were purchased to support remote learning. Teachers delivered classroom packs to families learning remotely as required. The school chaplain, P&C and Chertseydale Cottage Incorporated delivered hampers and checked in on the wellbeing of families in our community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending 90% or more of the time to be above the baseline 71.5%.	Percentage of students attending 90% or more of the time was 60.09%. Unfortunately, we did not meet our target this year. All students returned to onsite learning after COVID remote learning.
Aboriginal and Torres Strait Islander students attending 90% or more of the	Percentage of Aboriginal and Torres Strait Islander students attending 90% or more of the time exceeded our target of 71%, achieving 93% going

time will increase from the baseline target 59.9% to 71%.	beyond the state attendance rate by 3.1%. All students returned to onsite learning after COVID remote learning.
Increase the percentage of students reporting positive wellbeing to be above the baseline target of 78.1%.	<p>A consistent approach to wellbeing provides students with wrap-around support in all areas of their education. Ways to maintain these wellbeing systems and refine them into a usable and consistent manner will ensure these are more meaningful for all. Teacher feedback on Positive Education training. Students engaged in class mindfulness activities, brain breaks and morning mindfulness activities. Families connected with our school chaplain during remote learning. Regular contact between the school and home during remote learning was maintained through phone calls and zooms.</p> <p>Positive feedback from staff after Positive Education professional learning. Four teachers attended Connecting to Country Training and have upskilled their professional learning. Staff were able to recognise the strengths and areas of development in Wellbeing through professional learning using the Wellbeing Framework. Feedback from families about remote learning was positive.</p>
<p>An improvement of 5% of Aboriginal students reporting that they agree or strongly agree that they feel good about their culture (baseline 83%).</p> <p>An improvement of Aboriginal students reporting that teachers understand culture (baseline neither agree/disagree 25%, agree 25%, strongly agree 50%).</p>	<p>COVID interrupted professional learning and planned Aboriginal education programs for students and the school community. Professional learning funds allowed for four teachers to attend Connecting to Country professional learning, which allowed teachers to develop a deeper knowledge of Aboriginal culture. Head and Heart mindfulness lessons were taught each week by an external provider to develop student wellbeing strategies. Additional money was used to fund our school chaplain and money was set aside to pay for an Aboriginal Education Worker. A membership to Positive Education was purchased to support student wellbeing strategies. A casual teacher was employed to cover teachers while they completed Personalised Learning Plan meetings. Additional SLSOs were employed to support students in the classroom and playground.</p>

Purpose

To create and maintain a safe and inclusive environment within the school and foster positive relationships with the school community. Partnering with our school and wider community with a shared vision of high expectations and values. Promotion of this unity is embedded and all key stakeholders know and believe that their active contribution leads to student and school success by providing all students with the best educational opportunities to become confident, respected and engaged life long learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strengthen Home-School Partnerships
- Strengthen Community Partnerships

Resources allocated to this strategic direction

Chaplain: \$30,000.00

Summary of progress

Our focus was maintaining student, parent and community connection with school and striving for the positive wellbeing of all during COVID. We endeavored to provide wrap-around support for families for academic, sporting, spiritual, social and emotional needs. Learning programs embedded wellbeing aspects such as mindfulness, brain breaks, off-screen learning and a variety of activities that included the involvement of family members.

Through the strengthening of staff teaching skills and knowledge of technology, in particular Google Classroom and Zoom, we were able to achieve, albeit during COVID lock down and home learning, access to academic learning and social relationships connections, activities ensuring this was maintained and excelling. Our Home Based Learning Survey distributed after the first few weeks of COVID to refine learning programs and allow for more independent learning occurred. Online Google Classroom was implemented and weekly class Zoom meetings to check in and provide social connections for class peers. Regular phone calls to families from class teachers and the principal as well as daily access to teacher support via Seesaw for both parents and students. Our COVID Intensive Support Funding entitlement continued through an online remote learning via zoom and onsite for students attending. Staff were responsive to parent's and student's needs via Seesaw, class weekly Zoom meetings and Google Classroom. This feedback allowed all aspects of home learning and programs to be adjusted accordingly, ensured students interest and engagement was maintained. Existing and newly purchased school laptops were loaned to students and this required the purchase and updating of chargers and other equipment such as USB's. Internet dongles purchased to ensure equitable access to technology and Google Classroom/Zoom meetings etc. This is evidenced by ……families connected to Seesaw and …. students using Google Classroom to access learning

As parent/carer involvement in school life onsite was limited due to COVID meaning planned workshops did not run, we focused on what we could do to virtually. Staff not only provided live zoom lessons, google classroom learning, hands-on learning but we also provided demonstration activities of what learning can take place with resources around the home with an adult. A home-based learning survey was catered and distributed to assess the effectiveness of the support families were provided and what was needed during COVID. The Chaplain's Paper-Bag Project replaced Mother's Day / Father's Day activities for the community. The local radio also publicised this project in an attempt to inspire the community to 'get on board.' The P&C also collaborated on a Paper Bag Project and provided extra alternative activities to build community spirit.

The school chaplain organised food and resource packages for families in need and was available to link families with outside agency supports where necessary. Weekly principal message to families posted on Facebook and our online end of term PBL reward day (Chester's Challenge) was also a success.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>Parents' participation and feeling informed at school increases to 6.4% (baseline 6.3% to meet the state norm of 6.6%).</p>	<p>Keeping a home-school connection during a difficult time. Parents and students were offered a variety of means to ensure connection and communication remained with school: phone calls, Zoom meetings, Google Classroom, Seesaw, Chaplain, home visits, Facebook and School Stream.</p> <p>Tell Them From Me parent survey results exceeded our baseline and the state norm, by achieving 7.0% an increase on 2020's data by 0.7% and 0.4% increase compared to the NSW Government Norm.</p>
<p>Parent satisfaction in feeling connected and welcome by the school increases to 6.3% (baseline 6.2% to meet the state norm of 7.4%).</p>	<p>Paper Bag project and daily class activities provided a range of hands-on and off-screen activities to ensure a focus on wellbeing. These included weekly mindfulness, games and activities to be completed with members of the family, art/ STEM based learning activities.</p> <p>Tell Them From Me parent survey results exceeded our target and nearly matched that of the NSW Government Norm. We increased parents feeling connected and welcomed by 1.1% to reach 7.3%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$219,496.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chertsey Primary School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • personnel employed to support students academic and social/emotional learning • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students have been supported in all avenues of school life, from the classroom to the playground, and throughout home learning. Social and emotional learning programs were able to target students who exhibit tier 2 and 3 behaviour. This enabled engagement in curriculum lessons, a reduction in externalising behaviours, less anxiety and all students feeling safe and supported. Parent responses were positive towards this support and collaboration.</p> <p>After evaluation, the next steps to support our students with this funding will be: This model will continue in 2022.</p>
<p>Socio-economic background</p> <p>\$185,310.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chertsey Primary School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Literacy Education • Positive Education • Quality Numeracy Education • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in MSLE and Targeted Numeracy to support student learning • employment of additional staff, Instructional Leader to lead implementation. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: Quality professional learning in evidence-based literacy and numeracy pedagogy. This has included Multi-Sensory Structured Language Education (MSLE) and targeted numeracy to name a few.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue staff learning in MSLE. Instructional Leader to lead MSLE instruction into teaching and learning programs, demonstration and team teaching lessons.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$39,924.00</p>	<p>needs of Aboriginal students at Chertsey Primary School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Students received personalised learning support that catered more effectively for their needs. Staff learning created an increased awareness of Aboriginal histories and current cultural awareness including barriers that we need to collaboratively work to reduce to increase our students success.</p> <p>The percentage of Aboriginal students attending 90% or more of the time exceeded our target of 71%, achieving 93% going beyond the state attendance rate by 3.1%. All students returned to onsite learning after COVID remote learning.</p> <p>Unfortunately, there were no applications for the Identified SLSO position (advertised twice).</p> <p>After evaluation, the next steps to support our students with this funding will be: To participate in further professional learning. We will be conducting an audit of our staff, students and parents in relation to their knowledge, barriers and needs to provide extensive foundation data to refine our directions. In light of our External Validation and review of our future Aboriginal directions, our next four year plan will have Aboriginal Education as a Strategic Direction.</p>
<p>English language proficiency</p> <p>\$12,210.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chertsey Primary School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: An increase in staff knowledge and skills regards to the learning needs of students with English as a second language. This has refined teachers pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of employing an additional teacher time to provide intensive support for our students. Refining our data collection process to include more intensive analysis of students progressions in English Language</p>

<p>English language proficiency</p> <p>\$12,210.00</p>	<p>progressions and the next teaching sequences.</p>
<p>Low level adjustment for disability</p> <p>\$144,607.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chertsey Primary School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>An increase number of students receiving additional support due to diagnosed or imputed disabilities. Staff expertise has increased and student's achieving success in academic and social and emotional areas has increased. Students internalising and externalising behaviour has also reduced in duration, intensity and frequency.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Utilising 2022's funding allocation to allow SLSO employment to continue to support our students with additional needs.</p>
<p>Literacy and numeracy</p> <p>\$6,873.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chertsey Primary School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Literacy Education • Quality Systems and Processes • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in MSLE, Targeted Numeracy, data analysis and data talks to refine literacy and numeracy programs. <p>The allocation of this funding has resulted in:</p> <p>All teaching staff being trained in MSLE to ensure effective implementation in all classrooms. The use of Progressive Achievement Tests has allowed</p>

<p>Literacy and numeracy</p> <p>\$6,873.00</p>	<p>for the triangulation of student data to more effectively analyse student achievement and identify areas for development. QTSS was used to evaluate and refine T&L programs, hold data meetings and up-skill staff in current literacy and numeracy initiatives. Literacy and numeracy intervention programs allowed for students to receive targeted support to enhance their learning.</p> <p>Our percentage of students achieving in the top two bands of reading exceeded our benchmark of 29.4% and our current measure is 37.8%. The same can be said of expected growth in reading, where we have exceeded our benchmark of 46.7% and our current measure is 63.64%.</p> <p>We had an increase in Yr 5 students achieving correct answers in the reading check in assessment from 48% to 54.7% and an increase of Yr 5 students achieving correct answer in the numeracy check in assessment from 41% to 49.5%.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to the success of these current initiatives, they will continue to be provided in 2022</p>
<p>QTSS release</p> <p>\$93,540.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chertsey Primary School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Literacy Education • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: QTSS was used to release teachers to work with the Instructional Leader to evaluate and refine T&L programs, hold data meetings and up-skill staff in current literacy and numeracy initiatives. This ensured a continuous cycle of professional reflection and development which in turn led to the provision of better quality teaching and learning opportunities for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The provision of QTSS to release staff to work with the Instructional Leader will continue in 2022 due to the success of this model in 2021.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Chertsey Primary School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets

<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>outlined in the School Improvement Plan</p> <p>The allocation of this funding has resulted in: Achievement of next steps in students literacy and numeracy progressions, providing further achievement of students in the lower bands of literacy and numeracy in 2019 as well as additional support for Years 3 and 5 students. Monitoring, data analysis and talks to further enhance teaching and learning pedagogy in small group structures.</p> <p>Growth added in Reading (48% in 2019), Grammar and Punctuation (337.5% in 2019) and Numeracy (32% in 2019) which saw a reduction in the bottom two bands to 0%. Growth continued in Writing, in 2019 26.1% in the bottom two bands was reduced to 5.6% in band 1 in 2021. In Spelling, 50% of Year 3 2019 students were in the bottom two bands and in 2021, these students improved with 0% in band 1 and 16.7% in band 2.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide the same support structures and data analysis in literacy and numeracy in 2022.</p>
<p>COVID ILSP</p> <p>\$129,799.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to provide online tuition to student groups in literacy/numeracy • providing intensive small group tuition for identified students who were disadvantaged by interrupted routines to schooling during COVID restrictions, onsite and remote/ online learning. • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Additional support that supplements our existing Learning and Support entitlements to provide intensive support for all students. This staffing allocation resulted in data analysis, data talks, monitoring and refinement of teaching and learning activities. Although COVID remote learning had impacted the overall delivery of the targeted small group intervention, student academic results were still positive. Staff employed provided online zoom teaching to students as well as students who were learning onsite. Reading NAPLAN data saw 67% of students at or above expected growth. Year 5 NAPLAN achievement was above statistically similar school groups for at or above expected growth in reading and writing. Staff were also able to offer the emotional support required by students and their families to increase engagement in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the delivery of small group and one-to-one intervention, data analysis and data talks as well as monitoring via the Literacy and Numeracy progressions to all students as all students regardless of academic achievement were all impacted by COVID remote learning during 2021. We will continue to use all the available initiatives and evidence-based pedagogy to improve student progression in academic learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	116	104	100	101
Girls	112	110	83	61

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	91.9	92.6	85.3
1	91.4	93.5	92.2	90.1
2	90.7	89.1	89.1	90.8
3	90.2	89.1	90.4	90.6
4	89.5	87.3	90.4	88.4
5	88.8	88	90.6	87.8
6	88.6	83.8	90.5	86
All Years	90.2	88.7	90.9	88.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	8.38
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	7.01
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	732,118
Revenue	4,124,842
Appropriation	3,778,017
Sale of Goods and Services	13,988
Grants and contributions	332,446
Investment income	391
Expenses	-4,160,127
Employee related	-3,661,965
Operating expenses	-498,161
Surplus / deficit for the year	-35,284
Closing Balance	696,834

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.

	2021 SBAR Adjustments (\$)
Targeted Total	219,496
Equity Total	381,553
Equity - Aboriginal	39,425
Equity - Socio-economic	185,311
Equity - Language	12,211
Equity - Disability	144,607
Base Total	2,243,408
Base - Per Capita	51,261
Base - Location	0
Base - Other	2,192,147
Other Total	554,226
Grand Total	3,398,683

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.

Parent/caregiver, student, teacher satisfaction

Our parent/caregiver surveys have indicated an upward trend in feeling welcome (from 62% to 73%) and informed (from 63% to 70% above NSW Government Norm), that we support positive behaviour (increase of 3%) and learning in a safe (increase of 9%) and inclusive environment (increase of 8%).

Although we have seen positive gains in aspects of our student surveys, the impact that the COVID pandemic, remote learning and the long lock-down in our geographical area has had on our students can be seen through the survey results. Half of the social and emotional outcomes had trended upwards, school pride increasing by 2% and a decrease in bullying (from 44% to 33%) 3% lower than the NSW Government Norm of 36% for 2021. We have seen positive growth in our Aboriginal students strongly agreeing that they felt good about their culture (6% increase) as well as feeling that teachers understood their culture (increase of 3%).

Chertsey Primary School staff have continued to maintain our focus on students at the centre of all that we do, concentrating on collaboration, continual reflection and professional learning to inform our practice, skills and knowledge. As a result, we have been able to maintain our focus on providing the best teaching and learning environment so that students have access to quality teaching and learning programs, our staff have the ability to teach in a collaborative and supportive environment and our parent/caregivers and wider community feel welcome and part of our school vision. Regardless of teaching and leading through another complex year with the COVID pandemic and remote learning, all aspects of our survey, that capture teachers voice, have highlighted growth and satisfaction in areas such as leadership (increase of 6% matching NSW Government Norm), collaboration (increased by 6%, 1% away from NSW Government Norm), parent involvement (increase of 6% surpassing NSW Government Norm of 68%) as well as providing an inclusive environment (above NSW Government Norm by 2%) focused on data informed practice and learning culture to name a few.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.