

2022 Annual Report

Chertsey Primary School



4398

Introduction

The Annual Report for 2022 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 Tjudibaring, our local AECG, 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 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; wellbeing systems and processes; Aboriginal education and strengthening home-school 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
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	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
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. These practices will be underpinned by quality systems and processes, and triangulated data analysis to enable

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, Systems and Processes
- Quality Numeracy Education, Systems and Processes

Resources allocated to this strategic direction

QTSS release: \$48,107.00

English language proficiency: \$10,000.00

Literacy and numeracy: \$3,436.00

Socio-economic background: \$156,496.00

Low level adjustment for disability: \$19,338.00

Professional learning: \$1,110.00

Summary of progress

In 2022, Chertsey Primary School undertook several projects to support our achievement of Strategic Direction 1: Student Growth and Attainment.

Multi-Sensory Structure Literacy Education was our major literacy initiative. Teachers engaged with professional learning as well as more targeted support including; demonstration lessons, scope and sequence development, teaching and learning program development, data analysis and lesson observation feedback sessions. This holistic teacher support ensured a deep understanding about this researched based approach and the pedagogy required for effective implementation. Student results indicated that this initiative was successful, particularly in the infants classes.

Targeted Numeracy was our major numeracy initiative. Teachers participated in professional learning as well as more targeted support including; demonstration lessons, scope and sequence development, teaching and learning program development, data analysis and lesson observation feedback sessions. Targeted Numeracy is embedded across the school K-6 and has led to impressive results particularly in K-2 classes.

Significant professional learning time was dedicated to familiarising teachers with the new K-2 English and Mathematics Syllabuses. Professional learning was conducted face to face as well as through online learning modules. This time has been effective in thoroughly preparing staff for implementation next year. K-2 staff were also provided with additional time and support to prepare for 2023. Time has been spent developing their understanding of the pedagogical shift that is required and familiarising themselves with the units of work.

The ELC Writing Network provided an opportunity for local schools to come together and support one another to improve writing at their school. Participation in this project allowed teachers to undertake professional learning, specifically in the areas of sentence structure and punctuation. Students' skills were developed or consolidated through "writing warm-ups" targeting the focus skills. This resulted a shift in student results as highlighting in pre- and post-assessments.

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
Top 2 bands NAPLAN reading increases from 29.4% (baseline) to 36.2% (lower bound target)	<ul style="list-style-type: none">• Yr 3 Top 2 bands NAPLAN reading - 31.3%, above the baseline target by 1.9%.• Yr 5 Top 2 bands NAPLAN reading - 23.1%.
Top 2 bands NAPLAN numeracy	<ul style="list-style-type: none">• Yr 3 Top 2 bands NAPLAN numeracy - 20%, 0.7% above baseline target.

increases from 19.3% (baseline) to 26.4% (lower bound target)	<ul style="list-style-type: none"> • Yr 5 Top 2 bands NAPLAN numeracy - 7.7%.
Increase the percentage of students achieving expected growth in NAPLAN reading to 50% or above.	<ul style="list-style-type: none"> • ACARA cancelled NAPLAN in 2020 (COVID Pandemic) therefore all 2022 Year 5 students do not have growth data.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to 37% or above.	<ul style="list-style-type: none"> • ACARA cancelled NAPLAN in 2020 (COVID Pandemic) therefore all 2022 Year 5 students do not have growth data.
<p>Increase the number of Year 3 students achieving correct answers in the Check-In Assessment in reading to 66%.</p> <p>Increase the number of Year 5 students achieving correct answers in the Check-In Assessment in reading to 54%.</p>	<ul style="list-style-type: none"> • Year 3 students achieving correct answers in Check-in Assessment in reading - 50.7%. • Year 5 students achieving correct answers in Check-in Assessment in reading - 42.4%
<p>Increase the number of Year 3 students achieving correct answers in the Check-In Assessment in numeracy to 68%.</p> <p>Increase the number of Year 5 students achieving correct answers in the Check-In Assessment in numeracy 55%.</p>	<ul style="list-style-type: none"> • Year 3 students achieving correct answers in Check-in Assessment in numeracy - 44.4% • Year 5 students achieving correct answers in Check-in Assessment in numeracy - 40.6%

Strategic Direction 2: Flourish in Wellbeing

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. 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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$3,500.00

Professional learning: \$3,000.00

Summary of progress

In 2022, Chertsey Primary School undertook several projects to support our achievement of Strategic Direction 2: Flourish in Wellbeing.

Our three wellbeing initiatives are PBL (Positive Behaviour for Learning), PAX (means peace, productivity, health and happiness) and mindfulness.

PBL systems and reward processes were reviewed, and staff analysed the effectiveness of meeting the current need in relation to increasing wellbeing to improve academic outcomes and a positive learning environment. Students were surveyed for reward day activity options. Extra play was highly valued by the majority of students. PBL booklets were introduced for students to track their behaviour level across the term. Bronze, Silver, Gold and Diamond reward levels were introduced so that all students had a goal to work for each term. Clubs were introduced and formed part of the duty roster to support engagement on the playground and provide alternative options during lunch breaks including a calm space option. This resulted in less negative incidents recorded on Sentral for targeted students. SLISO's continued to support targeted students on the playground. Clubs will continue in 2023 based on student need and interests.

PAX and mindfulness underpin our three PBL values (Be Respectful, Be Responsible and Be Your Best). The PBL framework continued to provide a lens to continue to improve social, emotional, behavioural and academic outcomes for our students. PAX, also known as PAX Good Behaviour Game, helps to create and strengthen 'peaceful' classroom environments that supports learning, wellbeing, participation and confidence. Harmonicas (PAX quiet) are being used to gain student attention, PAX posters, spleen counts, PAX voices and PAX visions to support a positive learning environment across the school. Some staff are using the Granny Wacky Prizes to reward positive behaviour. All staff including teachers, SLISO's and executive participated in professional learning PAX training and some classroom teachers have visited and observed a local school implementing the initiative successfully. In 2023 staff will debrief post visit and discuss and develop an implementation plan.

Mindfulness continues to be used by staff and students to support our students to develop a sense of self-awareness and empathy and provides mindful communication techniques to calm and focus the mind so students can apply mindfulness skills to everyday life. Staff feel confident to implement mindfulness as a result of participating with their class with an external provider and demonstrate this in the class and playground when supporting students. Mindfulness is valued by staff and will continue in 2023. Life Skills Go check-ins and mindfulness will continue to support student wellbeing.

Attendance across the school has improved as a result of consistent monitoring and responding to student absences. SMS has been successful when communicating with parents. All staff completed professional learning with HSLO on roll marking codes with examples provided to improve accuracy.

Regular attendance analysis (fortnightly) and monitoring will continue in 2023. Information will be reported to LST and decisions on next steps for students identified. HSLO attendance meetings (every 3 weeks) will occur to monitor and refine interventions. Not all activities were completed to satisfaction i.e. implementation through to reflection of

effectiveness. These activities will continue alongside further refinement and additional activities into 2023.

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
Students attending 90% or more of the time will increase from the baseline target 58.6% to 77% (lower bound). Aboriginal and Torres Strait Islander students attending 90% or more of the time will increase from the baseline target 59.9% to 77%.	SCOUT data indicates that we are working towards increasing attendance to achieve this target, currently 30.9% attending 90% or more and Aboriginal and Torres Strait Islander students attending 90% or more was 30%. Attendance initiatives will continue to be a focus in 2023 for all students including Aboriginal and Torres Strait Islander students.
Students reporting positive wellbeing will increase from the baseline target to 83.5% (lower bound).	Tell Them From Me survey shows results based on data from 39 students (years 4-6) in this school. Students with positive behaviour at school (82%) was similar to the NSW Govt Norm (83%). 38% of students surveyed felt they were a victim of bullying compared to the NSW Govt Norm 36%. All other school scores were slightly below the NSW Govt Norm. Wellbeing outcomes will continue to be a focus in 2023. In 2022, 74.2% of students reported positive advocacy, 89.8% reported high expectations of success and we saw an increased percentage of students reporting a sense of belonging at 70.8%.

Strategic Direction 3: Unite in Aboriginal Education

Purpose

To create and maintain a culturally safe and inclusive environment within the school that fosters a genuine understanding and acknowledgement of Aboriginal people as the custodians of the land. To build the cultural capital of all of our students, parents and staff which will enable a stronger sense of belonging and pride.

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.

- Teaching and Learning
- Cultural Engagement

Resources allocated to this strategic direction

Aboriginal background: \$36,840.00

Summary of progress

In 2022, Chertsey Primary School engaged in several projects to increase student and staff knowledge, understanding and skills in Aboriginal Education.

Staff participated in professional learning led by the Tuggerah Aboriginal Education team about 'Acknowledgement of Country' and 'Personalised Learning Pathways'. As a result, all staff have written their own personal Acknowledgement of Country and are beginning to include these in staff and stage meetings. Some classes wrote their own Acknowledgement of Country in Term 4, 2022 and this will continue in 2023. In 2023, we will be writing a school Acknowledgement of Country with our Aboriginal students.

The Personalised Learning Pathways (PLP) process was completed in 2022. Professional learning and staff and community feedback will assist us to make changes to this process in 2023. We celebrated student success at the 2022 Tjudibaring AECG Awards Night where nine students were nominated for awards, and one student won their category.

Reconciliation and NAIDOC Weeks were a huge success at Chertsey Primary School with K-6 students participating in learning in class. For NAIDOC Week, students and families enjoyed our Aboriginal Games rotations where our Stage 3 Aboriginal students and school leaders led Aboriginal games and this concluded with a picnic lunch. Feedback to the school was very positive and the games have continued to be played at school during Structure Games and Buddy times.

In 2023, Chertsey Primary School will continue to work in partnership with the Tuggerah Aboriginal Education team to embed Aboriginal perspectives into teaching and learning activities through whole school professional learning. We have begun a project with Rumbalara to develop new geography units of work which include local Aboriginal perspectives and cultural knowledge.

The student and family survey completed during Term 4 PLP Review meetings has given us positive feedback and goals for Aboriginal Education at Chertsey Primary School in 2023. We hopeful to have success in achieving a grant in 2023, which will allow us to create our Aboriginal Yarning Circle and Garden. Our next steps are to start creating some murals with our Aboriginal students.

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
Parent satisfaction in feeling connected and welcomed by the school increases to 6.6 (baseline 6.2).	2022 Tell Them From Me data shows that parent satisfaction in feeling connected and welcomed by the school is currently at 6.8 (surpassing our progress measure).
91% of Aboriginal students reporting that they agree or strongly agree that	Tell Them From Me survey data shows results based on data from 39 students (years 4-6) in this school.

<p>they feel good about their culture (baseline 83%).</p> <p>An improvement of Aboriginal students reporting that teachers understand culture 30% agree and 70% strongly agree (baseline neither agree/disagree 25%, agree 25%, strongly agree 50%).</p>	<p>77% of Aboriginal students report that they agree or strongly agree that they feel good about their culture.</p> <p>67% of students report that they agree (surpassing progress measure) that teachers understand their culture and 11% strongly agree that their teachers understand their culture.</p> <p>This will continue to be a focus in 2023 for all Aboriginal and Torres Strait Islander students.</p>
<p>30% of teachers reporting that they have the knowledge required to engage with students on Aboriginal cultures and histories (baseline 17% agree and disagree).</p> <p>An improvement in the percentage of teachers reporting that the school is a welcoming and culturally safe place for all students (baseline 89%).</p> <p>40% of teachers agree and strongly agree that they are confident in meeting the needs of Aboriginal students (baseline 34%).</p>	<p>42% of teachers reporting that they have the knowledge required to engage with students on Aboriginal cultures and histories (baseline 17% agree and disagree). This surpassed progress measure.</p> <p>The percentage of teachers reporting that the school is a welcoming and culturally safe place for all students was maintained at 89% (baseline 89%).</p> <p>33% of teachers agree and strongly agree that they are confident in meeting the needs of Aboriginal students (baseline 34%).</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$149,038.00</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"> • 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 the following impact: Analysis of Sentral incidences revealed inconsistencies in data entry and the classification of the event given however a decrease in incidences was evident. Professional learning and detailed procedures will be highlighted in the creation of the new School Behaviour Support and Management Plan.</p> <p>After evaluation, the next steps to support our students will be: In addition to Integration Funding Support allocation and the employment of SLSOs, the school will utilise both flexible funding and school based funding to employ additional SLSOs to support the academic and social and emotion support needs of students.</p>
<p>Socio-economic background</p> <p>\$312,958.45</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 Numeracy Education, Systems and Processes • 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 through MSLE, Targeted Numeracy and Writing to support student learning • employment of additional staff to support professional learning and pedagogical implementation. <p>The allocation of this funding has resulted in the following impact: Average NAPLAN Scores above Statistically Similar School Group (SSSG) in Year 3 were: reading, spelling, grammar and punctuation and numeracy. Aboriginal students' achievement in reading, writing, spelling, grammar and punctuation and numeracy was above SSSG and State. Average NAPLAN Scores above SSSG and State for Aboriginal students in Year 5 were: reading, spelling, grammar and punctuation and numeracy. 2022 NAPLAN National Minimum Standards - Year 3, 70% in reading, 100% in writing, 87% in spelling, 93% in grammar and punctuation, and 93% in numeracy. 2022 NAPLAN National Minimum Standards - Year 5, 84% in reading, 76% in writing, 77% in spelling, 84% in grammar and punctuation, and 77% in numeracy. Year 3 Reading Check-in Assessment was 50.7% compared to 45% SSSG. Year 6 Reading Check-in Assessment was 52.2% compared to 48.5% SSSG. Year 4 Numeracy Check-in Assessment was 57.2% compared to 54.5% SSSG.</p>

<p>Socio-economic background</p> <p>\$312,958.45</p>	<p>After evaluation, the next steps to support our students will be: While the impact of this initiative has been successful, in 2023 to funds will be utilised to employ staff to provide small group intervention.</p>
<p>Aboriginal background</p> <p>\$36,840.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning 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"> • Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact: Staff and students have increased their knowledge of Aboriginal histories and culture. This has resulted in a growing confidence and a beginning awareness of ways to embed Aboriginal perspectives authentically.</p> <p>After evaluation, the next steps to support our students will be: The success of this authentic learning and high levels of student engagement has led to the decision to continue this journey in 2023.</p>
<p>English language proficiency</p> <p>\$20,000.00</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"> • Quality Literacy Education, Systems and Processes • 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 additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: MSLE has had a positive impact on students identified as EALD as well as the maintenance of Targeted Numeracy. English overall saw a 10% increase of achievement levels between Semester 1 and 2 with 90% maintaining their level of achievement with new content taught. Speaking and Listening - 20% improvement and 80% maintaining; Reading and Viewing - 10% improvement, 80% maintaining and 10% not maintaining. Writing and Representing - 70% maintaining and 30% not maintaining. Spelling - 30% improvement and 70% maintaining. Mathematics overall saw 20% improvement in achievement level and 80% maintaining. This included: 20% improvement in Number and Algebra with 80% maintained. 10% improvement in Measurement and Geometry and 90% maintained; 10% improvement in Statistics and Probability, 80% maintained and 10% not maintaining their 2022 Semester 1 achievement levels.</p>

<p>English language proficiency</p> <p>\$20,000.00</p>	<p>After evaluation, the next steps to support our students will be: Continue MSLE pedagogy, further analysis into the language used with mathematical questioning, renewed professional learning and pedagogical focus on mathematical language and word problems and further refinement of evidence-based pedagogical approaches to writing.</p>
<p>Low level adjustment for disability</p> <p>\$66,539.00</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"> • Attendance • Quality Numeracy Education, Systems and Processes • 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 • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • 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 the following impact: Data has identified improvements in academic and social and emotional learning. This can be seen in phonological awareness, phonics, spelling, reading, writing additive strategies and social and emotional learning.</p> <p>After evaluation, the next steps to support our students will be: Next steps will be the continuation of SLSO employment and the purchase of technology to assist with access to the curriculum and social and emotional progress.</p>
<p>Professional learning</p> <p>\$27,827.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Attendance • Quality Numeracy Education, 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"> • engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and numeracy skills; evidence-based frameworks to support and increase in student wellbeing; and to increase Aboriginal histories and cultural knowledge for students and staff. <p>The allocation of this funding has resulted in the following impact: In SD1, all areas of professional learning have seen a positive impact and growth K-6 in student data.</p>

<p>Professional learning</p> <p>\$27,827.00</p>	<p>SD2 has resulted in consistency in the application of the Attendance Policy and PAX has resulted in clarity for 2023 implementation.</p> <p>In SD3, staff and students have increased their knowledge of Aboriginal histories and culture. This has resulted in a growing confidence and a beginning awareness of ways to embed Aboriginal perspectives authentically.</p> <p>After evaluation, the next steps to support our students will be: The improvement in student growth and staff capacity has clarified our initiatives for 2023. We will continue professional learning in these areas and expand on this initial learning.</p>
<p>Literacy and numeracy</p> <p>\$6,872.00</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 Numeracy Education, 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"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: These purchases enabled MSLE pedagogy to be implemented effectively, increased engagement in students' learning and provided further access to the curriculum. Internal and external measures demonstrate the effective purchase and use to gain higher academic achievement. Success has been demonstrated in Additive Strategies with all students having considerable growth. Numeracy progressions: 70% mainstream students on target of working beyond end of year target, K-2 (mainstream and support students) 87% on target or working beyond end of year target, 65% of K-6 are at or above end of year target, 31% are exceeding expected end of year target.</p> <p>After evaluation, the next steps to support our students will be: Purchasing decodable readers for home reading and purchasing an engaging variety of novels for the upper years to embed home reading expectations into the upper primary years.</p>
<p>QTSS release</p> <p>\$88,214.00</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, Systems and Processes • Quality Numeracy Education, 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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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 the following impact: Time to unpack pedagogy, demonstration and team teaching as well as lesson observations, time to have rich dialogue and analysis of data between teachers and IL has proven valuable in refining pedagogical approaches and positively impacting student achievement.</p>

<p>QTSS release</p> <p>\$88,214.00</p>	<p>After evaluation, the next steps to support our students will be: Continuation of the same differentiated professional learning model of pedagogy and teaching and learning programs will continue into 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.00</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"> • Teaching staff implemented small group targeted intervention support for students K-6. • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: 2022 NAPLAN National Minimum Standards: Year 3, 91% in reading, 100% in writing (increase of 13% from 2021), 82% in spelling, 91% in grammar and punctuation (increase of 4% from 2021), and 91% in numeracy. 2022 NAPLAN National Minimum Standards: Year 5, 75% in reading, 77% in writing, 77% in spelling, 84% in grammar and punctuation (10% increase from 2021), and 77% in numeracy. Premier's Priority Average % NAPLAN Reading and Numeracy Results in Top 2 Bands: Year 3 Numeracy - 15.38%, increase of 1.09% (2021) and Year 5 Numeracy - 10%, increase of 2.86% (2021).</p> <p>After evaluation, the next steps to support our students will be: Increasing opportunities for data talks with the AP,C&I and class teacher will now include interventionists (LaST and Covid ILSP). We will provide further literacy and numeracy parent workshops in 2023, unpack the listening and support with children reading decodables at home and include videos simulating 'at home reading and homework' scenarios.</p>
<p>COVID ILSP</p> <p>\$118,384.00</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 2022.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy (reading and additive strategies). <p>The allocation of this funding has resulted in the following impact: Student growth was supported by the regular intensive intervention provided in the areas of phonological awareness, phonemic awareness, number sense and algebra and additive strategies. COVID-ILSP literacy groups saw an average of 51% uplift in phonological awareness, 50% uplift in phonics skills and 44/% of students being discontinued with no further interventions needed. COVID-ILSP numeracy groups saw all students move and students at risk of not meeting end of year targets reduced from 28% in semester one to 15% in semester two.</p>

<p>COVID ILSP</p> <p>\$118,384.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>Pre and post consistent K-2 and 3-6 literacy and numeracy assessments across the school. Collation, monitoring and evaluation of data against progressions. Continuation of evidence-based direct instruction of number, phonological awareness and phonemic knowledge.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	104	100	101	76
Girls	110	83	61	51

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	92.6	85.3	87.7
1	93.5	92.2	90.1	83.3
2	89.1	89.1	90.8	83.8
3	89.1	90.4	90.6	82.8
4	87.3	90.4	88.4	83.3
5	88.0	90.6	87.8	82.5
6	83.8	90.5	86.0	79.8
All Years	88.7	90.9	88.5	83.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	7.28
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	6.81
Other Positions	2.4

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	696,834
Revenue	3,599,791
Appropriation	3,497,981
Sale of Goods and Services	12,460
Grants and contributions	85,728
Investment income	3,623
Expenses	-3,585,617
Employee related	-3,298,237
Operating expenses	-287,379
Surplus / deficit for the year	14,175
Closing Balance	711,008

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.

	2022 SBAR Adjustments (\$)
Targeted Total	149,038
Equity Total	351,812
Equity - Aboriginal	36,840
Equity - Socio-economic	156,496
Equity - Language	16,597
Equity - Disability	141,880
Base Total	2,123,420
Base - Per Capita	47,019
Base - Location	0
Base - Other	2,076,401
Other Total	584,666
Grand Total	3,208,936

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 resulted in many positive trends. There was an increase in parents/caregivers feeling welcome (6.8, NSW Government Norm of 7.4) and being informed (7.0, surpassing the NSW Government Norm of 6.6). Our parents/caregivers reported our school to be a safe place to learn, which matched NSW Government Norm, and our school is inclusive (surpassing NSW Government Norm). Eighty-six percent of our Aboriginal parents/caregivers reported that our school was culturally safe. Our survey provided baseline data with 86% of our parents/caregivers surveyed recommending Chertsey Primary School.

2022 saw a positive increase in our students' wellbeing, with students reporting a 4.5% increased sense of belonging to 70.8%. They reported a 10% increase in high skill and high challenge academic teaching and learning activities and that their perseverance was high (4% increase to 33%). Our Aboriginal students reported that 78% of teachers understand culture (an increase of 9%), with 77% of students feeling good about their culture.

Teacher surveys also saw many positive trends. All dimensions of the school context increased (inclusivity, leadership, parent involvement and collaboration). Our data compared to NSW Government Norms saw collaboration matching and leadership, inclusive school and parent involvement surpassing NSW Government Norms. Teachers reported an increased confidence in assessment data informing practice; increased knowledge, skills and confidence in identifying the barriers to students learning and consequently meeting the needs of all students including students with disabilities or specific needs. Planning learning opportunities that are challenging with visible goals and feedback also saw an increase in confidence and skill. Ninety-two percent of teachers reported that Chertsey Primary School is a welcoming and culturally safe place for all students.

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.