

Chatsworth State School

Queensland State School Reporting

2014 School Annual Report



Postal address	15 Rammutt Road Chatsworth 4570
Phone	(07) 5481 3777
Fax	(07) 5481 3700
Email	the.principal@chatsworss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Josh Scott, Principal

Principal's foreword

Introduction

This report provides a review of the school's progress in 2014 and gives an insight into planning for the perceived future. Within this report, you will find specific reportable information about our school, specifically student achievement, strategies used to develop staff capacity and perception of the school by our community.

School Context

Chatsworth State School is in the North Coast Region, situated on the Northern outskirts of Gympie with picturesque views of the hills and valleys of surrounding rural areas. It is approximately 5 kilometres north of Gympie on the Bruce Highway and provides educational and social opportunities for the local rural communities of Chatsworth, Corella, Sexton, Tamaree, Old Maryborough Road, Harvey Siding, Gunalda, Glenwood, Lower Wonga, Bells Bridge, Curra and Two Mile.

Chatsworth is the base school for the Chatsworth Special Education Program, co-ordinating support for students with disabilities at seven local small schools – Glenwood, Gunalda, Theebine, Two Mile, Widgee, Kia Ora and Gundiah.

Chatsworth SS is part of the Gympie Alliance of State Schools and accesses this community for sporting carnivals, inter-school sport, professional development and support, educational specialist teacher support, guidance and behaviour officers.

Our School Opinion Survey Data supports the high level of satisfaction that our students, staff and parents have of our great school. It is a pleasure to be Principal of Chatsworth State School. Our kids, our staff and our school are wonderful and I encourage you to come and visit us at Rammutt Road, Chatsworth.

Future outlook

KEY IMPROVEMENT AREAS - 2015	STRATEGIES AND PROGRESS
<i>Literacy and Numeracy</i>	<p>Our school is gradually embedding a new reading approach in the early years using an engaging, hands-on and sequential synthetic phonics program. This is an ongoing improvement plan that will be implemented slowly to ensure success.</p> <p>Our whole school focus on writing has also seen the highly successful implementation of the Seven Steps of Writing program.</p> <p>The Saxon Maths program ensures sequenced implementation of the Australian Curriculum in numeracy and provides students with opportunities for learning through repetition, focused learning of new concepts and consistent revision of core skills.</p>
<i>Know our learners and their needs</i>	<p>Our school has now implemented an Assessment and Reporting Framework which ensures the regular, purposeful and consistent collection of student academic achievement to use to inform teaching and learning practices in our classrooms. We will now progress towards more regular and rigorous analysis of this data in professional teams.</p>
<i>Curriculum alignment</i>	<p>Our school values a consistent approach across all year levels regarding curriculum implementation. This ensures students' progress through our school given every chance to learn and master key learning concepts. This year we have aligned our English curriculum through the use of the Australian curriculum and the Seven Steps of Writing. We will continue to monitor our consistency of practice to ensure students are always learning.</p>

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	159	90	69	87%
2013	185	97	88	95%
2014	210	100	110	84%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Some students live on traditional family farms whilst others live on development blocks of land on old farm land or small acreages with limited structures and resources. There are limited or no community, commercial or business facilities in these areas. The school provides the main social opportunity for our students to interact.

There is a small percentage of the student body that are transient, accessing rentals available in some of the rural communities. The majority of students attend Chatsworth State School for many years and go on to attend local Gympie high schools. We have a minimal number of students who identify themselves as Aboriginal (less than 5%) or who have English as their second language. Many of our families are long-term Gympie families, having their parents and grandparents before them attend Chatsworth SS. We have a very small group of students whose parents were not born in Australia.

Chatsworth is the base school for the Chatsworth Special Education Program, co-ordinating support for students with disabilities at 7 local schools.



Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	17	16	22
Year 4 – Year 7 Primary	22	19	21
Year 7 Secondary – Year 10	-	-	-
Year 11 – Year 12	-	-	-

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	9	4	14
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- A whole school Maths Program based on explicit teaching of number facts, problem solving, introduction of a new concept, guided and individual practice and reinforcement.
- Instrumental Music – Strings and Woodwind/Brass
- Social and Emotional Behavioural Program – School Wide Positive Behaviour Support (SWPBS)
- Seven Steps of Writing
- A whole school Information and Computer Technology program with weekly lessons in the computer lab
- Specialist teachers delivering Music, Physical Education and Languages other than English-German

Extra curricula activities

- Fruit Break –It takes about five minutes and is designed to break up the first session. Parents provide the fruit.
- Instrumental Music Program – Strings, Woodwind and Brass instruments – Tuition is provided through instrumental music teachers who visit the school each week.
- School Choir
- Netball Team – One of our staff coaches a Netball team from our school that competes in an after-school competition in Gympie each Monday.
- Involvement in Junior Rugby League Program – A Broncos development officer is based in Gympie and is very proactive in coordinating school involvement in a range of programs both at school and in Gympie. This includes mini-carnivals like the Broncos Challenge.
- Environmental education program, recycling and garden club programs.
- Breakfast Club run by staff and volunteer church programs provide breakfast every second Thursday
- Library monitors provide an opportunity for students to build team skills, working with the teacher librarian in managing the library resources.
- Leadership programs for senior students include a Year 6 and Year 7 camp and the opportunity for all Year 7 students to take on an active role in school activities through committees.
- Weekly Library Lessons
- Inter-school sport with local Gympie Schools
- Specialist Sports Programs presented by local sport development officers such as golf, rugby league, soccer and AFL.

How Information and Communication Technologies are used to assist learning

The School has a computer lab in the new library that whole class groups can access. Each class accesses this facility with the class teacher and ICT teacher aide to deliver the whole school ICT program, co-ordinating learning ICT skills with on-going classroom work. There are additional computers in the library as well as in each classroom. Teachers book into this room and use ICTs to support teaching and learning on a regular basis. Our LOTE Teacher integrates ICT to support the learning of German each week.

Each classroom has a mobile interactive whiteboard and there are several data projectors around the school in fixed and mobile settings. Each classroom has access to a range of additional ICT devices such as scanners or cameras.

Each teacher has their own department supplied laptop computer which they use for professional development as well as accessing curriculum programs to deliver quality teaching and learning.

The school has 40 iPads for use across the school, with an additional 10 iPads available for the Chatsworth SEP.

Social Climate

We set high standards in this area and have run a number of programs to support staff and students in maintaining positive relationships. A positive approach to how we deal with each other is reinforced in all our dealings from the school parade each Monday through to informal chats in the school. Our Responsible Behaviour Plan focuses on positive interaction which places a heavy emphasis on rewarding behaviour to support a positive social climate.

We have a minimal number of students suspended from Chatsworth State School, reflecting the positive social climate in the school and the work that we do in developing the child.

We share a belief at Chatsworth that when the social climate is positive then academic results and in fact all child development will occur. It is the foundation of a responsible learning environment. We emphasise the notion of home and school being the support team for the student. Like any successful 'sports star' there are coaches, managers, physios, the list goes on and on. We see that our role is to be the support team for the child. The range of strategies is virtually endless and they are applied differently for every child. We don't have a formula because no two of our 'stars' are the same. Like any support team, we have to get our strategy worked out, do the ongoing assessments, have the fierce conversations at times, identify the goals for the child and most importantly, work together to make it all happen.

The Managing Responsible Students Behaviour plan was reviewed and then implemented in 2012, including approaches to bullying, documenting issues and revised processes and documentation. In 2014, Staff commenced investigations and research into a whole school approach to developing social, behavioural and emotional skills in students and staff. School Wide Positive Behaviour Support (SWPBS) was chosen as a proactive and positive way to manage student behaviour at school.

Our Special Needs Team (named "Team Achieve") operates on the belief that it is our role to work together to help all students achieve their potential. Our staff and support staff work together, including our Chaplaincy Service (Student Support Officer – Andrea) who worked with our students and staff.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	DW	89%
this is a good school (S2035)	96%	DW	89%
their child likes being at this school* (S2001)	96%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	92%	DW	89%
their child is making good progress at this school* (S2004)	96%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	DW	89%
teachers at this school motivate their child to learn* (S2007)	100%	DW	88%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school treat students fairly* (S2008)	96%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	89%
this school works with them to support their child's learning* (S2010)	100%	DW	89%
this school takes parents' opinions seriously* (S2011)	100%	DW	88%
student behaviour is well managed at this school* (S2012)	96%	DW	89%
this school looks for ways to improve* (S2013)	96%	DW	88%
this school is well maintained* (S2014)	96%	DW	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	85%	100%	98%
they like being at their school* (S2036)	97%	100%	97%
they feel safe at their school* (S2037)	100%	98%	92%
their teachers motivate them to learn* (S2038)	97%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	95%
teachers treat students fairly at their school* (S2041)	91%	96%	97%
they can talk to their teachers about their concerns* (S2042)	85%	100%	94%
their school takes students' opinions seriously* (S2043)	91%	98%	94%
student behaviour is well managed at their school* (S2044)	79%	96%	95%
their school looks for ways to improve* (S2045)	97%	100%	100%
their school is well maintained* (S2046)	94%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	100%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The P&C is very active in the school, with the Executive liaising with the Principal to help guide school processes and policies on such topics as class camps and excursions, healthy school Smart Choices and providing quality learning environments in each class. They are part of the consultation process for school documents such as Critical Incident Management, Responsible Behaviour Management, Annual Improvement Plans and Budget.

Parents are invited to school to attend weekly parades and special whole school or class celebrations and events such as School Captain/Leadership Presentations, Young Leaders Morning Tea, Greatest Morning Tea Cancer Council, Gala Sports Day, Under 8s Day, Open Days, School Athletics and Cross Country Carnivals ANZAC day parades and Class Promotion/Sharing Days.

Parents are invited to parent/teacher interviews throughout the year in an open-ended way.

Parents are encouraged to become volunteers at the school in areas such as Reading Program, Garden Club, Breakfast Club and Canteen Committee.

A fortnightly newsletter is sent home either with the child or via email. Local events in the community are promoted and advertised through the newsletter.

Reducing the school's environmental footprint

The school relies on tank and bore water for all its water needs. Local bore water is pumped to the school and is used for all the toilets and gardens/grounds care. Tank water is used for all drinking water. In 2013, the freshwater drinking water supply plumbing was up-graded with a new electric pump. The school built new garden beds and vegetables and herbs are used in the school canteen. Solar panels have also been installed on the roof of B Block.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	60,494	0
2012-2013	85,500	0
2013-2014	78,941	17,000

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

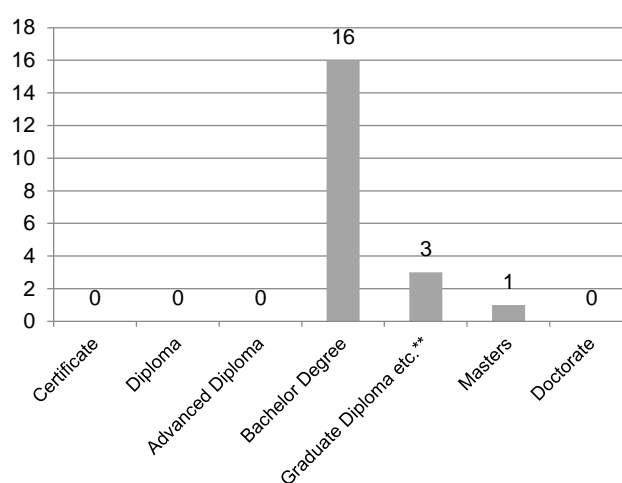
Our staff profile

Staff composition

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	14	0
Full-time equivalents	16	9	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.**	3
Masters	1
Doctorate	0
Total	20



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$12,000.

The major professional development initiatives are as follows:

- School Wide Positive Behaviour Support (SWPBS)
- SSP – Early Years Literacy
- Seven Steps to Writing

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	92%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

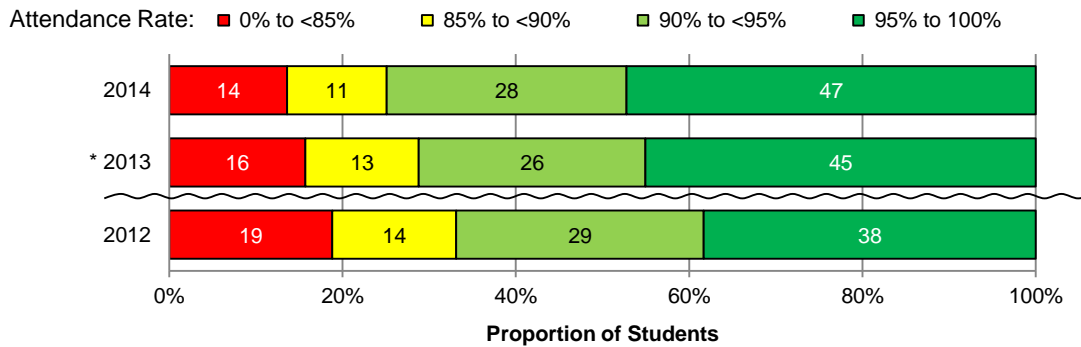
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	90%	94%	88%	94%	89%	89%					
2013	92%	93%	90%	93%	92%	94%	91%					
2014	93%	94%	93%	93%	94%	92%	90%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The roll continues to be marked twice a day by teachers using the One School roll marking process. Admin officers up-date the rolls each week to enter the explanation of absences on One School.

Parents notify the school of absences and reasons through letters, diary notes, personal contact or phone calls to the school. Class teachers and Admin personnel follow up with parents discussing any concern over unexplained or extended absences through phone calls, letters and parent/teacher interviews.

The Principal prints out unexplained absence letters each fortnight. These letters are given to teachers to send home and or up-date the information and return the letters to the Admin Officer. Extended absences are followed up with phone calls and letters home. Any concerns are raised through the School Team Achieve and may be referred to Guidance Officers or followed up with Form 4 or Form 5 letters.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

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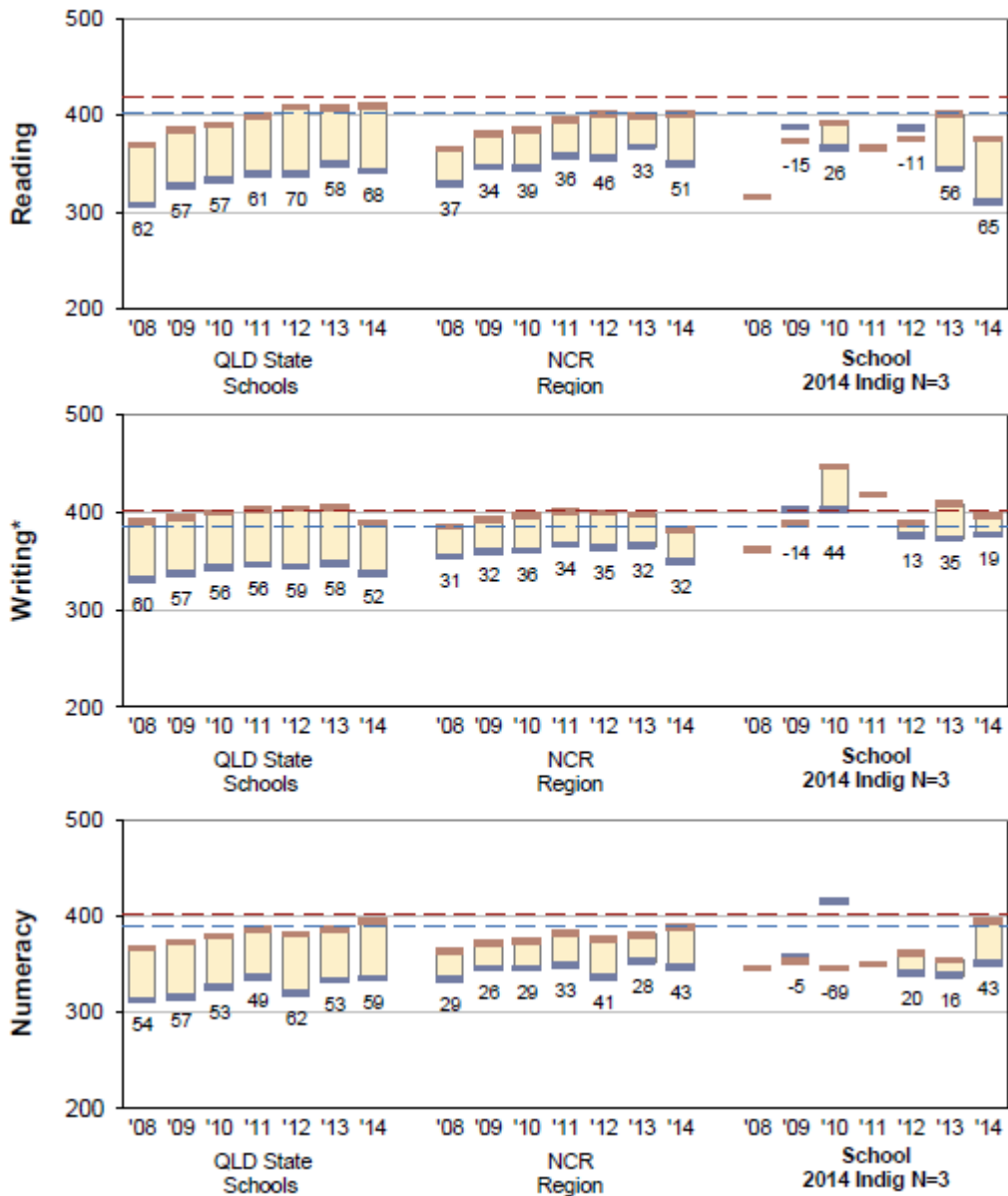
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Achievement – Closing the Gap

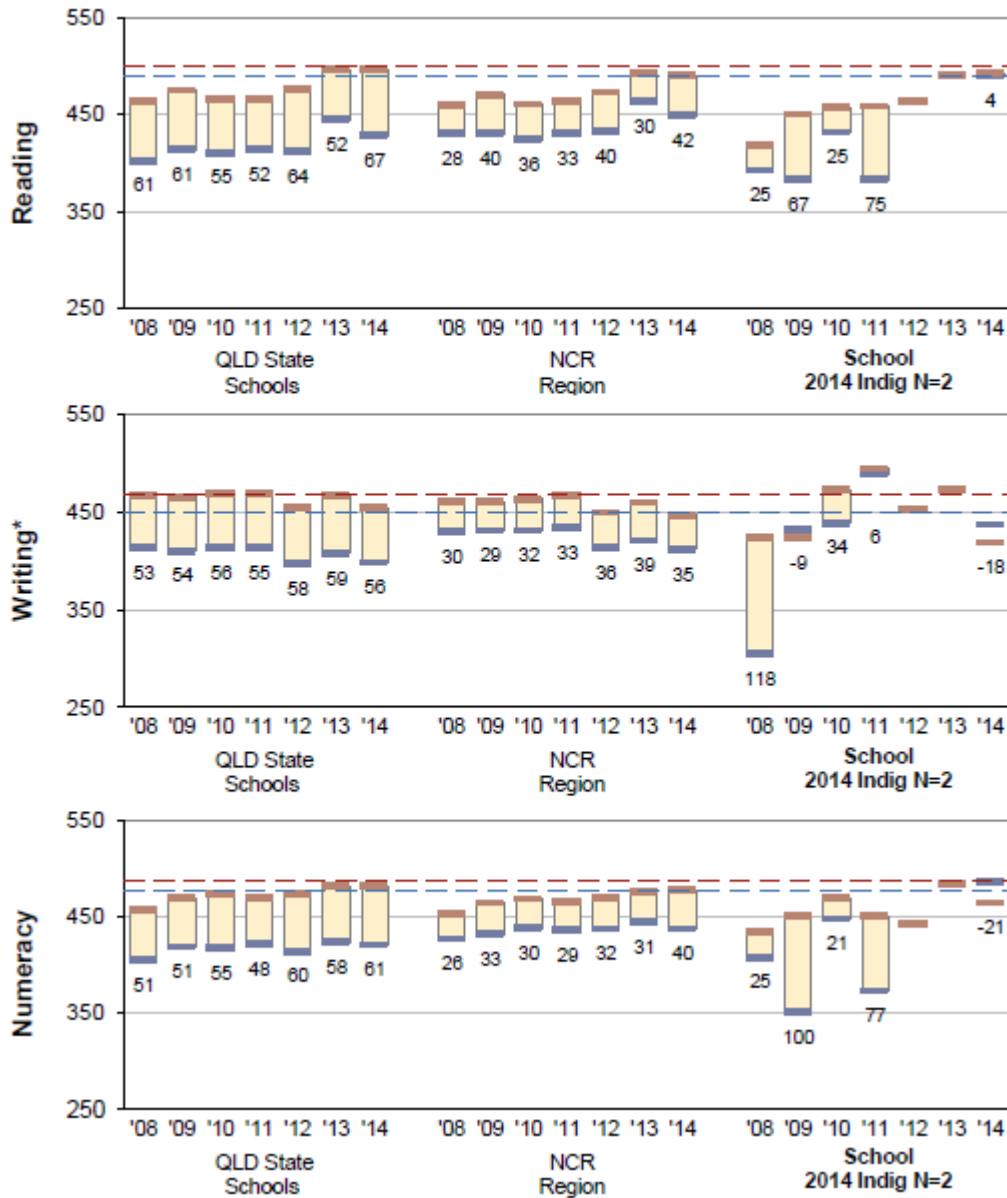
<i>ACHIEVEMENT AREA</i>	<i>INDIGENOUS STUDENTS</i>	<i>NON-INDIGENOUS STUDENTS</i>	<i>GAP</i>
Attendance	95.5%	92.4%	-3.1%
Enrolments	16	210	-
Retention	113.89%	107.5%	-6.39%

NAPLAN

Year 3



Year 5



Year 7

