Chatsworth State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	15 Rammutt Road Chatsworth 4570
Phone:	(07) 5481 3777
Fax:	(07) 5481 3700
Email:	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)

School Overview

Chatsworth State School is situated on the Bruce Highway, 5 kilometres north of Gympie in South East Queensland. The school itself is perched on top of a hill in the picturesque Chatsworth area with views that are outstanding. It is regarded as a 'city fringe' school, which services fourteen different local communities ranging from semi-urban to rural in nature. The school has a very active Parents and Citizens Association with their major fundraising venture linked to the Gympie Country Music Muster. Chatsworth State School caters for Prep through to Year Seven. We work very hard on developing a team approach with all parties involved with the children. It is our belief that unless the children have the social development aspect of their lives in hand then it is difficult to focus on their own learning. The school offers the eight Key Learning Areas with a significant focus on literacy, through the Chatsworth Integrated Language Arts Program, numeracy and social development. Chatsworth has access to a range of specialist services provided by visiting teachers, including physical education, music and instrumental music, German and computer technology.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Throughout 2016, our school's explicit improvement agenda focussed predominantly on literacy, numeracy and behaviour.

In particular, we embedded our Balanced Reading Framework as a key element of our English program, which saw increased consistency of practice across all our classrooms as well as much improved student results in reading.

As part of our whole school approach to the teaching of reading, many classes began implementing our very successful numeracy approach. The mathematical understanding of students consistently improving, setting students up for a very successful academic future.

During 2016, we continued to embed our 'Chatsworth Champions' and 'Rippin' Reward' systems, which encourages all students to be *Safe, Respectful, Learners*. Student discipline is of a very high standard at Chatsworth and our school continues to be a safe, respectful, enjoyable and friendly place to learn. All students are engaged in their learning.

Future Outlook

As our school continues to grow and the future looks bright at Chatsworth. In 2017 we will be working on the following programs and initiatives:
- Increased utilization of data analysis by the school and classroom teachers in particular to support differentiated learning.
- Improved student attendance.
- Implement strategies to cater for student academic, social and emotional needs.
- Develop students in the Upper Two bands and support students to move into the Upper Two bands.
- Implement ACARA (Australian Curriculum) as appropriate.
- Continue to embed a balanced reading program with a focus on SSP, comprehension, vocabulary development and focused teaching of reading skills.
- Continue to embed a balanced writing program focussing on the Seven Steps to Writing.
- Prioritize Numeracy in all classrooms.
- Continue to implement SWPBS (Positive Behaviour Programs)

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	210	100	110	16	84%
2015*	182	81	101	12	89%
2016	210	97	113	16	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

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, Tamaree, Araluen and more.

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.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	22	21
Year 4 – Year 7	21	25	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
- 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

Co-curricular 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.

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- 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 a specialist technology teacher 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

Overview

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 will follow. 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.

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 – Rhiannon) who worked with our students and staff.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	100%	80%
this is a good school (S2035)	89%	100%	80%
their child likes being at this school* (S2001)	100%	100%	80%
their child feels safe at this school* (S2002)	100%	100%	80%
their child's learning needs are being met at this school* (S2003)	89%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	100%
teachers at this school motivate their child to learn* (S2007)	88%	100%	80%
teachers at this school treat students fairly* (S2008)	100%	100%	80%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	89%	100%	80%
this school takes parents' opinions seriously* (S2011)	88%	100%	75%
student behaviour is well managed at this school* (S2012)	89%	100%	80%
this school looks for ways to improve* (S2013)	88%	100%	75%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	99%
they like being at their school* (S2036)	97%	98%	97%
they feel safe at their school* (S2037)	92%	93%	97%
their teachers motivate them to learn* (S2038)	98%	100%	99%
their teachers expect them to do their best* (S2039)	100%	100%	99%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	97%
teachers treat students fairly at their school* (S2041)	97%	97%	92%
they can talk to their teachers about their concerns* (S2042)	94%	95%	87%
their school takes students' opinions seriously* (S2043)	94%	86%	89%
student behaviour is well managed at their school* (S2044)	95%	92%	86%
their school looks for ways to improve* (S2045)	100%	98%	97%
their school is well maintained* (S2046)	97%	96%	91%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	100%	95%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	100%	95%	96%
their school takes staff opinions seriously (S2076)	100%	95%	92%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	95%	96%
their school gives them opportunities to do interesting things (S2079)	100%	90%	96%

* Nationally agreed student and parent/caregiver items
\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement
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.

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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.

Respectful relationships programs
The Managing Responsible Students Behaviour plan was reviewed and then implemented in 2016, including approaches to bullying, documenting issues and revised processes and documentation. In 2016, Staff continued to investigate and research whole school approaches to developing social, behavioural and emotional skills in students.
School Wide Positive Behaviour Support (SWPBS) was chosen as a proactive and positive way to manage student relationships at school.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	14	9	10
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	78,941	17,000
2014-2015	6,772	
2015-2016	81,734	

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.

School Funding

School income broken down by funding source
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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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

School name	**GO**
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	13	<5
Full-time Equivalents	15	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	8
Diploma	1
Certificate	6

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

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 2015 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	91%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total
of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	93%	94%	93%	93%	94%	92%	90%					
2015	91%	91%	93%	93%	94%	93%	93%						
2016	92%	90%	92%	93%	93%	93%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:
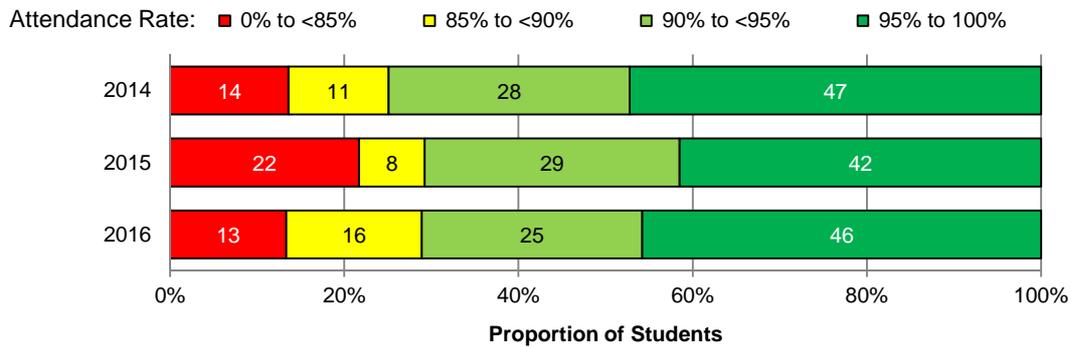
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.
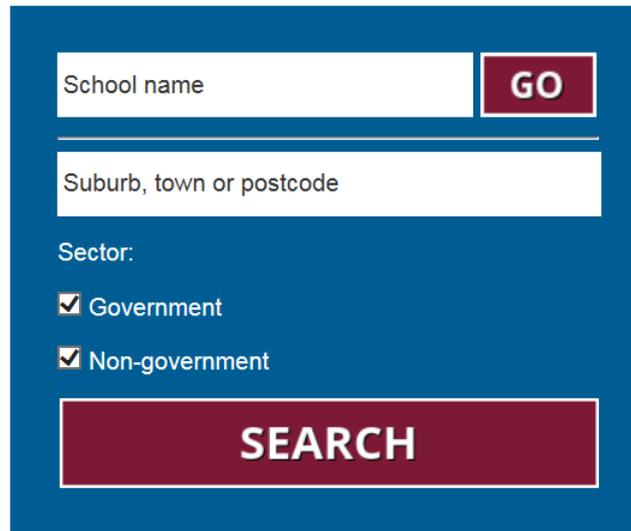
NAPLAN

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.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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