Principal’s foreword

Introduction

I welcome you to our School Annual Report for 2012. This report provides a brief snapshot of our school data for 2012 and I encourage you to visit us at Chatsworth School for a personalised tour of our school to see firsthand the great learning environment we have established at our school.

In this report we will outline our progress in relation to our 4 Year Strategic Plan as a National Partnership School. The data in this report relates to systemic data collected on the student population and performance, the school curriculum offerings, the school workforce and the whole school community’s opinions of the school. We also take the opportunity to highlight and celebrate our improvements and successes. Our data continues to demonstrate improvement in the majority of areas and highlights areas to focus on in future strategic plans.

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, coordinating support for students with disabilities at 7 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.

Chatsworth State School is a National Partnership School, commencing its program in July 2010, providing a great opportunity for educational innovative practice with a focus on Literacy, Numeracy, Early and Middle Phase and Social and Emotional Development.

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 are wonderful, and I encourage you to come and visit us at Rammutt Road, Chatsworth.
School progress towards its goals in 2012

Annual Improvement Plan for 2012 outlined a focus in 5 main areas. Underneath each heading is a summary of the achievements.

- **Continuation of Chatsworth Whole School Integrated Language Arts Program and Continuation of Chatsworth Whole School Numeracy/Maths Program**

  Our Head of Curriculum supported each teacher to plan and deliver literacy and numeracy programs following a best practice model, using a common template to design quality lessons.

  Our second year of the introduction of the Whole School Maths Program, based on Saxon Maths continued to be a success, with improvements in student results in the PAT Maths tests.

  Each class from Prep to Year 7 follows similar explicit teaching model to deliver maths, revising facts, teaching new concepts and practicing skills.

  Our Whole School Literacy Program was reviewed and adapted to meet the introduction of C2C English – the new State School English Program

- **Implementation of C2C English and Science Programs –National Curriculum**

  The Head of Curriculum supported all staff through the introduction of these programs with planning sessions, One School sessions and differentiation models as part of a whole school professional development plan.

  The Head of Curriculum and staff worked together to ensure all resources for Science, English and History were available for staff and students with easy accessibility.

  The C2C Science program was implemented in all year levels with the school purchasing additional resources to support each year level program. This included solar powered cars and kits and simulated frog dissection kits. The senior students continued their Science Expo week and delivered programs and experiments to younger students in the school.

  The C2C English was implemented in all year levels. Additional books and reading scheme were purchased to support the implementation.


  The Whole School Learning Support and Enhancement Document was completed and presented to staff. PD followed for staff along with a model of differentiation using data collection every 5 weeks, staff moderation, differentiation cones drawn up to graphically show the growth and development of students and the resources allocated based on data.

  Professional Development was held for all staff and the ThinkDrive application was purchased for use by staff and students, demonstrating the use of Higher Order Thinking strategies along with samples and blank templates.

  A new benchmarking program was introduced to provide additional data on reading across all year levels.

  Best Start was trialled in Prep classes, indication best practice for improved learning in the early years.

  Establishment and extension of our ‘Green Room’ to cater for students with learning needs STL&N and SEP, Teachers and teacher aides working with students.

- **School Action Research –SEL and Achievement and Continued implementation of SEL Program You Can Do It**

  The Social and Emotional Education Program – You Can Do It! was introduced across all year levels.

  You Can Do It! was incorporated into the revised School Responsible Plan for Students.(Behaviour Management Plan)

- **Strengthen school and community partnerships**

  The new School Logo was introduced. Re-branding of school documents and signage began ready for commencement across the school in 2013.
Future outlook

2013 Annual Improvement Plan

Priorities

School & community partnerships

- Getting Ready For Secondary School
- New Web Site and School Marketing and Brand
- Leadership in Gympie Alliance
- National Partnership School (align to 4 Year Strategic Plan)

School curriculum

- Implement the Australian Curriculum
- Whole School Curriculum implementation, improvement, assessment, reporting and moderation

Teaching practice

- Develop and enact a pedagogical framework
- T&L Audit priorities

Principal leadership and school capability

- Implement the Developing Performance Framework for all staff
- Promote and support professional development
- Principal professional development and leadership opportunities

Year 4, 2012 – History Excursion on the Mary Valley Rattler
Our school at a glance

School Profile

Coeducational or single sex: Coeducational  
Year levels offered in 2012: Prep - Year 7  
Total student enrolments for this school: 159

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Feb – Nov)</td>
</tr>
<tr>
<td>2010</td>
<td>220</td>
<td>116</td>
<td>104</td>
<td>91%</td>
</tr>
<tr>
<td>2011</td>
<td>206</td>
<td>105</td>
<td>101</td>
<td>81%</td>
</tr>
<tr>
<td>2012</td>
<td>159</td>
<td>90</td>
<td>69</td>
<td>87%</td>
</tr>
</tbody>
</table>

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.

Photo - High Ropes Program – Years 5/6/7

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

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 Education Program – You Can Do It!
- C2C English and History Programs
- 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
- ‘The Green Room’ targeting literacy and numeracy programs for students identified through our differentiation cones and negotiated with parents through an Individual Learning Plan and with Support Teacher Literacy and Numeracy.

Extra curricula activities

- Fruit Break – It takes about five minutes and is designed to break up the first session. Parents provide the fruit.
- Get Active Program – Each day every class in the school is involved in a range of activities that come under a general heading of ‘Get Active’. It may be skipping under a covered area or junior classes involved in sensory motor program.
- 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 Social, Sporting and Environmental Committees.
- Weekly Library Lessons
- Social Skills Program based on You Can Do It! Program Achieve
- 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 department programs such as C2C to deliver quality teaching/learning programs.

The school had 20 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. We have a Responsible Behaviour Plan that focuses on positive interaction and we have ‘Gotchas’ and ‘Students of the Week’ as awards that place a heavy emphasis on rewarding behaviour that supports 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. It is due to a shared belief in the school that when the social climate is positive then academic results and in fact all child development will grow. 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 a new approach to bullying, documenting issues around cyber-bullying and introducing revised processes and documentation. In 2010, Staff commenced investigations and research into a whole school approach to developing social and emotional skills in students and staff. You Can Do It! Program Achieve was chosen as the Social and Emotional Development program. The program was introduced across the school in 2012, after a successful trial in our Early Years.

Our Chaplaincy Service continued in 2012, with Chappy Jean working with our students and staff one day per week in term 4.
Parent, student and staff satisfaction with the school

Overall, the satisfaction in our school has continued to rise.

Parent satisfaction is in the range 92% to 100% in all areas, with 7/16 nationally agreed measures rating 100%.

Student satisfaction showed an increase with 9/13 areas being above 90%, including 100% for feeling safe at this school and finding that their teachers expected them to do their best.

Staff also indicated an increase in satisfaction with 100% staff morale.

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>96.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>85.3%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>97.0%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>their teachers motivate them to learn*</td>
<td>97.1%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>87.9%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>90.9%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>84.8%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td>91.2%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>78.8%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>97.1%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>93.9%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>90.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school community welcomes Mr and Mrs Morcombe
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 Operational 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 and Class Promotion/Sharing Days.

Parents are invited to parent/teacher interviews throughout the year and then coinciding with student reporting periods. Parents are provided monthly or weekly term letters that outline the curriculum for the term and how parents can support their child at home and share the learning journey occurring at school.

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

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

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

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.

Solar panels have been installed on the roof of one of the buildings. (In 2010 there were 2 major building projects in the school)

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
<td>53,881</td>
<td>93,821</td>
<td>60,494</td>
</tr>
<tr>
<td>Water kL</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>19</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>15.1</td>
<td>7.5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>12</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $18,024.49.

The major professional development initiatives are as follows:

All staff were involved in attending professional development to support the school being a National Partnership School. Kath Herbert delivered Ruby Payne’s work to a network of Gympie Schools in January 2012.

Further Professional Development was organised to support:

The introduction of C2C units – English and History
The new school Literacy and Enhancement Policy
Moderation processes
The introduction of Best Start for Early Years
The Cooloola/Chatsworth SEP
Our staff profile

First Aid and CPR
Asbestos Management
The Use of One School

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.1%</td>
<td>95.3%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.1% of staff was retained by the school for the entire 2012 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

SEARCH

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>95%</td>
<td>89%</td>
<td>96%</td>
<td>95%</td>
<td>93%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>2011</td>
<td>91%</td>
<td>91%</td>
<td>88%</td>
<td>88%</td>
<td>91%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
<td>90%</td>
<td>94%</td>
<td>88%</td>
<td>94%</td>
<td>89%</td>
<td>89%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>19</td>
<td>14</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>2011</td>
<td>20</td>
<td>17</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>2010</td>
<td>10</td>
<td>9</td>
<td>33</td>
<td>49</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

During 2012, the role marking procedure changed, from hand marking of roles to utilising One School Role Marking during term 4. The role continues to be marked twice a day by teachers. Admin officers update the roles 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.

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/](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.

Sports Day - Champion House
Performance of our students

Where it says "Search by school name", type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Our school had less than 5% Indigenous Students in 2012.