2009 Annual School Report
Chatsworth Island Public

NSW Public Schools – Leading the way
Messages

Principal's message

Chatsworth Island Public School aims to provide a quality education for all students through the efforts of a committed, dedicated staff and a supportive community operating in a productive learning environment.

The school’s motto ‘Justice or All’ underpins our school philosophy in being able to give all students the best education possible.

Students are encouraged to strive to reach their full potential by developing the skills required for life-long learning. Education programs are designed to meet the needs of all individuals and delivered within a caring and supportive setting.

The school embraces the core values of Integrity, Excellence, Respect, Responsibility, Cooperation, Participation, Care, Fairness and Democracy.

In 2009, the school has had a highly successful year as is evidenced by the achievements, programs and results outlined in this report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr David Williams

P&C and/or School Council message

The P&C had a very busy year in 2009 culminating with our bi-annual Cane Harvest Fair being held in November. As usual, a great time was had by all on the big day. The Fair raised a lot of money which will be used to buy books and other resources for the new library, as well as another interactive whiteboard for the school, in 2010. The P&C would like to express its utmost gratitude to the Fair committee, all the parents, grandparents, teachers, businesses and members of the community who supported the Fair by donating their time and assistance.

The P&C also helped to fund the new concreted areas which were completed in 2009, buses to school excursions, the purchase of a new hot water urn for the canteen, travel expenses for students who competed at state level in sports, donation of $10 per student to each class as well as running the Mothers and Fathers Day stalls for the students, holding a gardening work bee and assisting with the Waterwise mural on the weather shed.

Thank you also to all the parents who volunteered their time in 2009 to manage and run the Canteen. The Canteen continues to be profitable while providing healthy, low-cost lunch options each week, as well as catering for students on special days such as International day and at the Education week BBQ.

The P&C activities and meetings in 2009 have been a wonderful way for parents to get to know what is going on at school and to help in our school community and will continue to be in 2010.

Thank you

Alyssa Le Breton-P&C President

Student representative’s message

This year we had an elected student representative council which was made up of two school captains, two year six students and one student from the following years: year two, year three, year four and year five.

Our school had an interesting and adventurous year. We had some fun excursions like Brisbane, movie outings, shows and kinder/year one’s excursion to the Pet Porpoise Pool in Coffs Harbour which were great, educational and fun. It was also great having the fete.

The SRC helped with assemblies such as Anzac Day, Education Week and our End of Year Presentation Day.

As well, the SRC collected money for charity from fundraising events. In particular, we held a themed multi day to raise money for ‘Jinki’, our sponsored Tasmanian Devil and for Surf Lifesaving.

By Dale Stephens and Sophie Lindner

School context
Management of non-attendance

The Education Act 1990 establishes that parents of children of compulsory school age are legally responsible for their regular attendance at school. Schools have a responsibility for supporting parents by implementing appropriate procedures for promoting and monitoring attendance. At Chatsworth Island Public School we ensure that all procedures in regard to attendance are closely adhered to and we work cooperatively with the support of our Home School Liaison Officer to encourage the full participation of all students in education.

Protocols and procedures that the school follows include daily roll marking, maintaining partial attendance registers, notes and communication with families.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>2</td>
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<td>11</td>
<td>23</td>
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Staff information

Staff establishment

Chatsworth Island Public School has

- Three classroom teachers and a teaching Principal
- A librarian one day per week who also undertakes the release from face-to-face, part-time component and Principal’s administrative release
- Three Learning Support Officers (part time)
- A School Administration Manager five days per week and School Administration Officer one day per week
- A General Assistant one day per week
- A Support Teacher Learning in a shared position

In terms of the composition of staff, no staff members identify as being of indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Balance brought forward  57 362.17
Global funds  60 915.85
Tied funds  37 617.54
School & community sources  29 258.90
Interest  1 709.32
Trust receipts  3 007.64
Canteen  0.00
Total income  189 871.42

Expenditure
Teaching & learning
  Key learning areas  10 269.31
  Excursions  2 275.70
  Extracurricular dissections  16 152.49
Library  1 723.93
Training & development  2 780.33
Tied funds  52 172.91
Casual relief teachers  7 870.76
Administration & office  23 257.69
School-operated canteen  0.00
Utilities  8 240.75
Maintenance  8 811.77
Trust accounts  3 134.14
Capital programs  10 087.16
Total expenditure  146 776.94
Balance carried forward  43 094.48

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
In 2009, students were exposed to a wide variety of learning experiences in the creative and practical arts. Throughout 2009 the school participated in a number of local art competitions and cultural activities.

In Term One, the students completed a range of works using different art mediums to be submitted in the local show. Once again, most works submitted were rewarded with a placing or highly commended award. Our school won the ‘Most Outstanding Exhibition in the students’ overall categories and early stage one gained first place in the Poster Collage section.

All classes participated in a range of Aboriginal art activities as part of NAIDOC celebrations, using traditional Aboriginal motifs and dot painting techniques.

Again this year, students were offered the opportunity for individual piano and guitar lessons with our visiting music teachers. Six children sat external exams for the Australian and New Zealand Music Board.

Our students participated in art and musical entertainment at the school’s bi-annual fete this year. Students from all stages completed a pottery project which was then sold as a fundraising activity, whilst students learning piano entertained fete crowds with wonderful musical pieces.

During Term Three, stage two students studied dance under the tuition of their class teacher. This production was performed at the end of Term Three assembly.

Again this year our choir performed to a very appreciative audience at the Maclean Rotary ‘Carols by Candlelight.’

Sport
In 2009 our school experienced a high level of success in many sporting areas.

In swimming 32 students represented the school at District level with 6 students progressing to the Zone carnival. 2 students then represented at the Regional carnival, one of whom then progressed to State level.

In athletics 51 students participated in the District Athletics carnival from which 19 students progressed to Zone level with 3 student then going on to participate in the Regional Carnival. One student then progressed to representing at state level.

In Cross Country 48 students represented our school at the District Cross Country carnival. Due to floods causing the cancellation of the District carnival, 22 students were selected to go straight to zone level, of which 2 made it to regional level.

We participated in a PSSA Soccer Gala Day and made it through to the third round.

Again this year we were able to field four teams in the Lower Clarence Touch Football Gala Day, two senior teams and two junior teams. The senior team won five out of eight games. The junior teams also won five out of eight games.

In cricket, one student was selected to the Regional Team which participated in the State carnival in Lismore.

Our school competed in the Lower Clarence Tennis Championships and our team was successful, coming in second place on the day.

In 2009 we have continued to foster a sense of ‘everyone participates’ in sports and games on a
daily basis at school. We are proud of the ‘active playground’ which prevails and helps children develop fitness, skills and positive attitudes to a healthy lifestyle.

This year of particular note was the highly successful ‘Jump Rope for Heart’ skipping promotion. This activity fostered a great sense of fun and fitness, whilst raising money for a worthy cause.

The Annual Anzac Day Service, is an important event on the school calendar. This year it was held in the undercover area and once again we were proud to have in attendance members of the Chatsworth – Iluka RSL, the Ladies Auxiliary and many members of the Community.

The annual Irene Shepherd Memorial Writing Competition conducted by the Iluka Rotary Club, in memory of a former teacher at Chatsworth, was well represented by the senior students of the school. The competition was between Iluka Public School, Harwood Island Public School and Chatsworth Island Public School. One of our year six students won the competition, making it the second year in a row our school has won the competition.

This year, a number of students participated in the Premier's Reading Challenge which proved to be an extremely worthwhile initiative for all who took part.

The Stage Two students this year participated in the CWA research program and studied Egypt. The students presented their research in the local hall for the CWA people and the large number of parents who attended the afternoon program.

A successful week long excursion to Brisbane and the Sunshine Coast was held with Year 5 & 6 students attending. The students gained valuable experience in a wide range of activities during the week.

Highlights included Underwater World, Australia Zoo, Science Museum and Land of the Giants.

University Competitions: - Again this year our Year 3 to 6 students were offered the opportunity to compete in the University of NSW International Competitions’. A dedicated group of students sat for the Science, Maths and English Competitions and our results included a very worthy Distinction in English.

**Academic**

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

![Graph showing Percentage of students in bands: Year 3 reading](image)

Trend data over the last three years shows that in 2008 our students performed above the previous 2007 level and this year have performed slightly lower than this in 2009.

Year 3 results were below state average, but very similar to regional average. Results in writing were higher than reading.

Year 3 showed strengths in making inferences in narrative text and identifying comparative forms of an adjective.

Areas for improvement are: connecting information across recounts, pronouns, making inferences about a character's response and conjunctions.

In writing our students performed slightly above regional average.
Areas for improvement include: vocabulary development and paragraphing.

Trend data shows that during the last three years, after performing at a lower level in 2007, our students have performed at a much improved level to this in both 2008 and 2009.
Overall results in numeracy for Year 3 in 2009 were above regional average and slightly below state average.

The school’s results showed little difference between measurement, data, space, geometry and number, patterns and algebra.

Year 3 showed strengths in chance, identifying times on the analogue clock, solving number word problems and naming 3D objects.

Areas for improvement include: identifying number patterns, fractions, 2D shapes (symmetry, reflection) and data.

**Literacy – NAPLAN Year 5**
Trend data shows that after a significant improvement in 2008 compared to 2007, overall results were lower this year than last.

Results this year were slightly below regional average. However in terms of growth from year 3 to year 5, our students were above state average.

In various aspects of literacy, our students performed fractionally better in writing than in reading. Also they performed slightly better in grammar and punctuation than in spelling.

Year Five showed strengths in connecting ideas across two paragraphs of a narrative, identifying the main subject in a detailed graphic text and in identifying correct personal pronouns for case and gender.

Areas for improvement include: specific spelling combinations such as ‘ough’ and ‘icious’, persuasive texts, commas, tense, speech marks and locating directly stated detail.

In writing trend data shows that after being below both state and regional average in 2007, our students for the last two years, have performed either well above or at a very similar level to the region.

Numeracy – NAPLAN Year 5

Trend data over the last three years indicates that Year 5 results improved significantly in 2008 where our students performed above state average and significantly above regional average, however in 2009, they have performed at a lower level than in 2008.

In terms of growth in scores from year 3 to year 5 our students were above state average.

The school results show that our results were stronger in measurement, data, space and geometry compared to number, patterns and algebra.

Year 5 areas of strength included: determining the number of edges of an irregular 3D object, data and chance.

Areas for improvement include: calculating area, fractions and decimals, and patterns and algebra.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

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Significant programs and initiatives

Aboriginal education
In educating our students about Aboriginal history, culture and current Aboriginal Australia the emphasis has been on incorporating such content in HSIE units of work ensuring that we have an effective sequenced program of learning in this area.

For NAIDOC week our students enjoyed dreamtime stories and took part in a variety of Aboriginal Art activities. We also acknowledged the anniversary of the Prime Minister’s Sorry/Reconciliation address to the nation.

Multicultural education
Our school practices and promotes an inclusive racism-free learning and working environment.

Our teaching programs across key learning areas are carefully designed to develop understanding of cultural, linguistic and spiritual heritages of ourselves and others. This includes developing an awareness of the world’s major religions. In particular HSIE units are included in our scope and sequencing to ensure that such concepts are embedded in our curricula.

Stage Two students studied Egypt and made presentations of the work at the local hall at an afternoon event organised by the local CWA. Again, a very well attended activity.

Other programs

Respect and responsibility
In 2009, the school has maintained its emphasis on the core values of Integrity, Excellence, Respect, Responsibility, Cooperation, Participation, Care, Fairness and Democracy.

This year all classes participated in our whole school anti bullying program.

This year we were fortunate to have two Canadian students attend our school for the whole year, while their father resided here for a year of exchange teaching. The cultural exchange which took place was a positive and educational experience for all.

Our Student Representative Council and student leadership model continued to be used as an integral part of the running of the school.

CWA Reading Tutor Program
In 2009 we were able to continue to run this great program due to the ongoing support of our local CWA volunteers. This highly successful program ran all year with the volunteers listening to individual students read one afternoon a week. The school would like to express its appreciation to the community members who have committed to this program and make such a valuable contribution to our students’ education.

Environmental Education
Following on from our accreditation last year as a ‘Waterwise’ school, we were able to keep our focus on this important aspect of environmental education by having waterwise officers visit us and conduct activities with our students. As well, we were fortunate to have the services of one of our parents who created a wonderful ‘water’ mural on our weather shed, which included all of our students contributing to the painting.

During the year our school vegetable garden was relocated and our students were able to sample a number of vegetables and stage two students were able to cook using the produce they had grown.
To promote sustainability, this year we continued to compost most of our food scraps, recycled a significant amount of paper and cardboard waste and began recycling plastic containers, poppers and bottles.

Our new library building had a water tank attached which will allow us to water the gardens and grounds in this area.

Progress on 2009 targets

Target 1
To increase the percentage of Year 3 students achieving band 5 or 6 in Naplan spelling to 30% in 2009.

To address this target the school has maintained a strong focus on the teaching of spelling. This has included the incorporation of best practice from Support Teacher Learning in educational programs. As well we have tracked student achievement during the year through our sequenced spelling program.

Our achievements include:

- 46% of our Year 3 students who participated in the Naplan Tests achieved a Band 5 or 6 in spelling. This was considerably higher than we aimed for.
- Spelling has been positively promoted, programs modified to respond to individual needs and plans put in place to continue our efforts in improving student achievement in this important area.

Target 2
To increase the % of Year 5 students achieving Band 6, 7 or 8 in Measurement/Space/Data and Geometry (Naplan) to 70% in 2009.

To address this target, the school has maintained a strong focus on the teaching of mathematics across the school. This year, staff have been involved in a significant number of professional activities to ensure best current practices. As well we have incorporated practical hands-on maths activities through such things as student led maths fun mornings and a visiting World of Maths workshop. Class programs have also specifically addressed identified areas of weakness in Naplan tests.

Our achievements include:

- 62.5% of Year 5 students achieved at least Band 6 in this strand in Naplan tests, only a little below our target.
- An increased use of ICT to support our Mathematics class programs.

- A very positive response across all ages of students to practical, hands-on activities which develop skills and understanding in this strand of mathematics.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of:

Educational and management practice

School Discipline and welfare

Background

In 2009 we continued the use of the whole school ‘pin system’ of monitoring student conduct and the awards of student of the week at assemblies. As well, we introduced the daily clipboard monitoring of playground behaviour and communication slips to parents for either positive or negative student actions. Our evaluation aimed to identify the most valuable features of the various systems and to make improvements for the future. Staff were surveyed and parents were invited to respond to a questionnaire. Anecdotal evidence from the student body was gathered on an ongoing basis through the delivery of the various programs.

Findings and conclusions

In regard to the different components of the discipline and welfare system, the overwhelming response from parents was that they valued the positive aspects of the system. As well parents indicated that the communication slips which also alert parents to negative behaviours are a valuable tool.

Teachers also thought that overall the pin system, makes a valuable contribution particularly in that it rewards students for positive behaviour. Some staff thought the system works better for younger students and that it can be less constructive for students whose behaviour is causing concern.

Students appear to like the ‘steps’ they can go through in the system with recognition given along the way. Students sometimes indicate that the progression rates are not always uniform and that this could be improved.

Staff workshops indicated that we need to ‘unclutter’ our systems, adapting the positive aspects of each and tailoring a reviewed scheme which meets our needs.

Future directions
- Pin system be modified and become non-classroom based
- Reward/consequence systems in place within each classroom
- Student of the week awards to be tracked by staff for accumulated rewards
- Positive/negative parent communication system to be retained and slips modified to improve record keeping

**Curriculum-Spelling**

**Background**

Spelling has been identified as an area in which there is room for improvement in general student achievement in the school.

As part of our emphasis on maintaining our focus on the quality teaching of English, this year specific strategies were used to optimise the learning experiences of our students in regard to spelling.

**Findings and conclusions**

Teachers were surveyed and staff workshops held to identify what aspects of our programs were working well, which areas need modifying, what new resources may need to be acquired and what feedback teachers had received from parents.

Teachers all agreed it is time to implement a new spelling resource. The positive aspects of our current scheme which will need to be in any new resource include-a weekly list, but one which has flexibility and caters for the wide range of abilities in our classes, explicit teaching of spelling rules and incentive for improvement and or achievement.

We also agreed that raising the profile of spelling, for example, at assemblies, would be a good idea.

The introduction of Jolly Phonics into Early Stage One and our involvement in the Best Start program this year have both been acknowledged as being valuable additions to our teaching programs.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below. The school sought various forms of feedback across the school community to help build a picture of parent, student and teacher satisfaction.

Various avenues/forums were used to gain an understanding of perceptions such as: P&C meetings, staff meetings, discussions with student counsellors, School Development Days, various parent community events. Feedback from parents and students is described in the evaluation section of this report.

Discussions with parents indicated that they were very pleased with our successful application for a new library facility and various other school improvement projects under the Commonwealth Government’s Building the Education Revolution funding. In our key learning areas parents responded very positively to initiatives such as our continued emphasis on hands-on and practical maths activities through programs such as our student led maths fun mornings and a visiting ‘World of Maths’ workshop for all students. Again this year the promotion of the Premier’s Reading Challenge was well received.

The school encourages close links with parents and the community in general. All are encouraged to raise issues of concern with the school. The school educational environment is a very happy and positive one.

**Professional learning**

The Principal participated in professional learning on various areas such as leadership, career development, student welfare and the use of ICT.

Teaching staff attended courses or participated in training opportunities which included Numeracy, Assessment, Quality Teaching and catering for students with significant needs.

Using Teacher Professional Learning Funds, the average amount per teacher spent was approximately $835.

On School Development Days this year activities for professional development included:

- Quality Teaching
- Child Protection
- Technology
- A combined high and feeder schools’ day’ Engaging Generation Y.
- Anaphylaxis training
- Numeracy

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

To raise % of Yr 4 students who benchmark at set appropriate reading level to 80%, from 50% in Yr3 reading.
Strategies to achieve this target include:

- Additional teaching focus on reading including increased use of ICT
- Incorporation of best practice from Support Teacher Learning in educational programs
- Maintaining the profile of reading through carefully monitored programs such as home reading, library borrowing, Premier's Reading Challenge, M.S. Read-a-thon, PM and Bookweb, Buddy reading
- Class programs which cater for the needs of the wide range of students
- CWA Community Volunteer reading assistance

Our success will be measured by:

- Benchmarking students K-4. Comparison of percentage of Year 3 students at the end of 2009 to percentage of same students at end of 2010, who have benchmarked at or above the target set.
- Students displaying confidence in reading and achieving success in reading activities during general classroom work
- Improved responses to home reading programs
- High levels of regular book borrowing from the library

**Target 2**

Increase average results for Yr 4&5 students in pre and post patterns and algebra testing by more than 20%.

Strategies to achieve this target include:

- Specific planned lessons to address identified areas of patterns and algebra weaknesses in Naplan results
- Incorporation of a variety of carefully selected maths resources into class programs including increased emphasis on ICT
- Regular assessment analysis to enable targeting of assistance to identified students
- Support Teacher Learning input into specific lessons in this area

Our success will be measured by:

- Post patterns and algebra testing indicating that average results for targeted group have increase by at least 20%

- Appropriate use of resources and explicit teaching of mathematics which responds to identified areas of weakness and the needs of all ability levels

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr David Williams - Principal
Mrs Nancye Green - Classroom Teacher
Mrs Alyssa Le Breton - P & C President

**School contact information**
Chatsworth Island Public School
136 Chatsworth Road,
Chatsworth Island NSW 2469
Ph: 02 6646 4346
Fax: 02 6646 4160
Email: chatsworth-p.school@det.nsw.edu.au
Web: www.chatsworth-p.schools.nsw.edu.au
School Code: 1553

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: