Chatsworth Island Public School
Annual School Report

2011
Principal’s message

2011 has been another wonderful year in the life of Chatsworth Island Public School.

The 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.

This year has been an exciting one in terms of the way the use of technology has been embraced throughout the school. Innovations and opportunities have included video conferencing, working with ‘moodle’, an online student mathematics program for all and the incorporation of the huge variety of tools and strategies that interactive whiteboard technology allows, into our education programs.

The school’s motto ‘Justice For 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 lifelong 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 2011, the school has had a highly successful year as is evidenced by the achievements, programs and results outlined in this report. Integral to the success of the year have been the strong links with our parent and wider community. We are indeed, enriched as a school to have such valuable input from so many people who make positive contributions to the education of the children we serve.

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.

David Williams

P & C

What a great year 2011 was. A big thank you to all the hard working parents and their families who helped fundraise through the year. Thanks also to the committee who kept it all together and ran very successful events and of course, the Cane Harvest Fair at the end of the year. The funds raised this year went towards several things through the school and to its students who represented our school on a State Level.

- $2500 went towards new playground equipment.
- $1000 worth of library books.
- $500 for student computers in classrooms.
- Bus trips for end of year outings.
- $10/student donated to the school for supplies in the classroom.
- $100 to both Lexie and Jacob who represented Chatsworth Island School in swimming and cricket.
- Year 6 luncheon at the end of the year and graduation cake.
- Sports medals and trophies for various events.

The P&C were very instrumental in the community, hosting cake, coffee and tea stalls on voting days at the school during the year. They also provided morning tea for the Anzac service held at the school.

A big thank you to Nicole and Leanne who ran the canteen again this year. The canteen still provides healthy lunches to the students every Friday. They also were open on various sports days and community days though out the year. The school also hosted a family day at the beginning of the year for families to come and have lunch with the kids. The P&C provided cakes and coffee and tea and cool drinks for the students and their siblings not at school yet.

The biggest event was the bi annual Cane Harvest Fair on the 30th of October. Thanks to the generous support of the schools’ families and community, the P&C could raise further funds to assist the school in the future. The P&C’s activities and meetings in 2011 have been a great way for parents and caregivers to keep in touch with what is happening at the school and to have their say on what the P&C spends the raised funds on. It’s a great way to meet other parents and form some terrific friendships, plus the children enjoy having their parents involved in
their school life. The 2011 school year was a great year for our community at Chatsworth and it will carry on into 2012.

Thank you again to our hardworking P&C Committee and Fundraising Committee and we look forward to working together again in 2012 with hopefully some new faces as well.

Rhonda Law – President.

Student representatives’ message

This year we had an elected student representative council which was made up of two school captains and one student from the following years: Year 2, Year 3, Year 4, Year 5 and Year 6.

Our school had an interesting year. We had some fun excursions like the senior class visit to Brisbane and the Sunshine coast and the Years 3 and 4 New Italy outing.

Our students from Kinder to Year 6 enjoyed the visiting performance Robotec which was amusing and exciting. Also ‘World of Maths’ came to our school and was interesting and fun. The SRC collected donations for the Maroon Day Flood Relief. The SRC helped with assemblies such as Anzac Day, Education Week and our End of Year Presentation Day.

It was also good to continue to improve the pond and its habitat this year.

Jasper Andrezewski and Hamish Bennett

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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
<td>15</td>
<td>27</td>
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<tr>
<td></td>
<td>1/2</td>
<td>12</td>
<td>27</td>
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<td>3/4</td>
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<td>3/4</td>
<td>15</td>
<td>26</td>
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<td></td>
<td>4/5/6</td>
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<td>29</td>
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<td>4/5/6</td>
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<tr>
<td></td>
<td>4/5/6</td>
<td>8</td>
<td>29</td>
</tr>
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</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

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.
- Two 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 and a half days 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.

Staff retention

All permanent teaching staff from 2010 was retained in 2011.

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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
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### Income

<table>
<thead>
<tr>
<th></th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>30,673.25</td>
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<tr>
<td>Global funds</td>
<td>73,404.93</td>
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<tr>
<td>Tied funds</td>
<td>35,603.50</td>
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<tr>
<td>School &amp; community sources</td>
<td>25,116.35</td>
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<tr>
<td>Interest</td>
<td>2,410.82</td>
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<tr>
<td>Trust receipts</td>
<td>1,216.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>137,752.10</td>
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</table>

### Expenditure

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
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<td>Key learning areas</td>
<td>7,763.33</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>910.78</td>
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<tr>
<td>Training &amp; development</td>
<td>470.83</td>
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<td>Tied funds</td>
<td>32,346.07</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>11,033.51</td>
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<tr>
<td>Maintenance</td>
<td>6,260.22</td>
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<tr>
<td>Trust accounts</td>
<td>1,216.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12,151.09</td>
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<tr>
<td>Total expenditure</td>
<td>116,132.84</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>52,292.51</td>
</tr>
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</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts
In Semester One, the students completed a range of works using a variety of different art mediums to be considered for submission in the local show. Once again, many students were rewarded with a placing or highly commended award and Kindergarten were awarded first place in the class work submission.

Classes participated in a range of Aboriginal art, including the use of traditional Aboriginal motifs and techniques. One student was selected to exhibit his painting ‘Tree of Spirits’ and to participate in a workshop, at the Regional Art Gallery, as part of the Indigenous Students’ Art Exhibition.

Again this year, students were offered the opportunity for individual piano and guitar lessons with our visiting music teachers.

During Term Three, Stage One students learnt and performed a variety of modern dances as part of their dance unit.

In Term Four, the whole school participated in choir practice with a large number of students performing to a very appreciative audience at the Woombah ‘Carols in the Park’ night.

All classes performed at school assemblies and Education Week and were able to showcase their talents through a variety of drama, music and dance presentations.

Sport
In 2011, our school experienced a high level of success in many sporting areas.

In swimming, 36 students represented the school at district level with 6 students progressing to the zone carnival. 2 students then represented at the regional carnival.

In athletics, 55 students participated in the district athletics carnival from which 18 students progressed to zone level with 4 students then going on to participate in the regional carnival. One student then progressed to compete at state level.

In cross country, 38 students represented our school at the district cross country carnival. 11 students progressed to zone level.

Again this year we participated in the Lower Clarence Touch Football Gala Day, fielding 4 teams, a total of 32 players.

One student was selected in the north coast cricket team to compete at state.

Other sporting events included PSSA soccer knockout, cricket gala day, netball with another local school and the Lower Clarence Tennis Gala Day in which our team came third.

In 2011 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 towards a healthy lifestyle.

Other
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.

Our Year 6 students participated in the annual Irene Shepherd Memorial Writing Competition conducted by the Iluka Rotary Club. The competition was between Iluka Public School, Harwood Island Public School and Chatsworth Island Public School.

This year, a significantly larger number of students participated in the Premier’s Reading Challenge which proved to be an extremely worthwhile initiative.

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

Again Year 3 to 6 students had the opportunity to compete in the University of NSW International Competitions. A dedicated group of students sat for the Science, Maths and English Competitions.

Our senior class took part in the ‘Newspapers in Education’ program and produced an excellent spread on ‘Oceans’ and many of the environmental issues associated with this topic.
**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 these 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**

In Literacy, across the four strands of reading, spelling, grammar/punctuation and writing, 46% of our students achieved the top 3 bands of 4, 5 and 6.

Our Year 3 average literacy level overall was below state level.

Writing is the strongest area with 64% of our students achieving bands 4 and 5.

Students choosing the correct answer involving inference and visual literacy closely matched the state average. Our early literacy support programs in the school have targeted these aspects aiming to develop our students’ skills.

Further improvement is required in locating directly stated information in an information text and in spelling in general.

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**Tree Planting for National Tree Day**
Numeracy – NAPLAN Year 3

In Numeracy, 27% of our students achieved the top 3 bands, with 64% achieving above level 1, but below these higher levels.

The Year 3 average numeracy level was below state level.

In Numeracy, the students showed strength in 2D shapes and addition matching 2 number sentences.

Areas for improvement include 3D, using informal units to compare area and using rules in number patterns.

Literacy – NAPLAN Year 5

In overall literacy, 50% of our students were placed in the top 3 bands.

In reading, writing, spelling, grammar and punctuation, 81% of our students achieved band 5 or higher. In particular in reading, 36% of our students were in the top two bands.

Year 5 results in grammar/punctuation and spelling were below state average, however in reading, they were above state average.

Students showed strength in inference and applied comprehension, connecting information and identifying the purpose of a pronoun.

Areas for development include identifying correct capitalisation in direct speech, identifying correct use of apostrophe of possession and summarising a paragraph to indicate main idea.
Numeracy – NAPLAN Year 5

57% of our students achieved the top 3 bands of 6, 7 or 8.

Whilst overall numeracy levels were just slightly below state average, in the aspects of data, measurement, space and geometry our students’ results were above state average.

Students showed strength in fractions and decimals, 2D and 3D and using a rule to continue a number pattern.
Areas for development include patterns and algebra, chance and multi-step word problem solving involving multiplication and division.

Progress in literacy

Our Year 5 students also scored above state average growth in reading with 83% of them achieving greater than or equal to expected growth. This indicates that our reading programs and initiatives within the school are having a very positive impact for our students.

Growth rates in spelling, grammar and punctuation were not as close to what is expected, thus these areas will continue to be a focus for us.

Progress in numeracy

Whilst 33% of our students achieved equal or greater than expected growth in numeracy, overall, our growth rate was below state average. A strong focus on numeracy and review of programs and resources will address this.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**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.

During the year, our students participated in a range of activities including dreamtime stories and a variety of Aboriginal Art activities.

In term four, a special activities morning was held involving the whole school which highlighted ‘Indigenous Australia’. Games with Indigenous themes and information were played by everyone and a series of animated dreamtime stories were shown as a culmination to this special event.

**Multicultural education**

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

Our teaching programs 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. HSIE units are included in our scope and sequencing to ensure that such concepts are embedded in our curricula.

Stage Two students studied Iceland and made presentations of their work at a local CWA event. This was a very well attended activity.

In 2011, the whole school celebrated Harmony Day with activities being scheduled leading up to Harmony Day. Our activities sought to celebrate the cultural diversity of our society and to develop awareness and an increased understanding of tolerance for each other.

Years 3 and 4 went on an excursion to ‘New Italy’ as part of their study of the unit- ‘Places-then, now and tomorrow’, adding a multicultural facet to this topic of study.

**Other programs**

**CWA Reading Tutor Program**

In 2011, this highly successful program continued to run due to the ongoing support of our volunteers who listen 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 which has now run for a number of years and makes such a valuable contribution to our students’ education. Much deserved recognition of the volunteers’ contribution occurred this year when they received a Public Education Award for ‘Outstanding Community Helpers’.

**Environmental Education**

This year we successfully applied to participate in the ‘Climate Clever Energy Savers’ program. Our two successful project nominations meant that significant programs were run with both our
Stage Two and Stage Three students. The program resulted in increased awareness and understanding of ‘climate and energy’ issues, both among the students and the wider community. Through energy audits, students actively took part in making positive change for the better in our energy use.

To promote sustainability, we composted most of our food scraps, recycled a large amount of paper and cardboard waste and a significant amount of plastic containers, poppers and bottles. We also sent our green waste to be mulched and re-used. The vegetable garden continued to be used as we attempted to integrate its produce with the school’s canteen needs. One particularly innovative class activity involved Stage Two and Stage Three students creating ‘pizza box solar powered ovens’ and experimenting with making use of this renewable energy source.

For National Tree Day, we included an emphasis on native shrubs to create wildlife habitat, in this case the focus was on our recently revamped freshwater pond habitat.

We participated in Earth Hour, raising awareness of climate change, the need to reduce our energy use and to look at alternative energy sources.

Progress on 2011 targets

Target 1
To increase the percentage of Year 3 students achieving Band 3 or higher in Grammar and Punctuation in NAPLAN, from 74% in 2010, to 85% in 2011.

To address this target, the school has used a range of resources combined with explicit teaching of grammar which responded to identified areas of weakness in Naplan. As well Support Teacher Learning programs have been aligned to ability needs of students. Professional learning activities have taken place on the teaching of grammar. The use of ICT in learning activities has been incorporated to meet the needs of a variety of learning styles.

Our achievements include:
• 55% of current students achieved band 3 or higher (whilst this is less than our target, it will be important to look at results in 2012 of the student group the target was set from).
• Classroom observations indicate students are responding positively to the need for correct grammar and punctuation conventions, particularly in their writing.
• ICT has become an integral aspect of teaching and learning programs and specific individual activities are addressing specific needs and resulting in improved student motivation.

Target 2
To increase the percentage of Year 5 students achieving Band 7 or 8 in Data, Measurement, Space and Geometry in NAPLAN, from 20% in 2010 to 25% in 2011.

To address this target, the school has continued its emphasis on practical/hands-on mathematics activities. As well specific lessons to address identified Naplan weaknesses have been planned and delivered. Regular assessment analysis has been used to target assistance where it’s needed.

Our achievements include:
• 29% of our Year 5 students achieved Band 7 or 8 in Naplan. This is above our target of 25% and reflects our strong programs in this area.
• Practical activities and the use of ICT are now embedded in our programs in the key learning area 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 2011 our school carried out evaluations of learning and reading.

Educational and management practice

Learning
Background
As part of the ongoing evaluation cycle, the educational and management area of Learning was selected for 2011. Staff, a representative
sample of students (Years 4 and 6) and parents were surveyed to obtain the following findings.

Findings and conclusions

All teachers indicated that they provided students with a stimulating and secure environment; that they almost always or usually shared ideas and experiences with colleagues to improve teaching practice; that they provided a balance of independent and group learning activities; that their teaching practice was supported by critical reflection and understanding of effective practice and current research.

100% of students surveyed believed that the school almost always or usually expected them to do their best; 89% of students felt that they almost always or usually tried to do their best and take pride in their learning; 95% of students thought the school has good equipment to help them learn and 90% thought their classroom is an interesting place to learn.

Interestingly only 44% of the students surveyed felt that their teacher talked regularly to their parents about the child’s learning.

100% of parents who returned surveys indicated that almost always or usually their child’s classroom is an interesting place to learn; that their child has access to good equipment which helps him or her to learn; 95% of students thought the school has good equipment to help them learn and 90% thought their classroom is an interesting place to learn.

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100% of parents who returned surveys indicated that almost always or usually their child’s classroom is an interesting place to learn; that their child has access to good equipment which helps him or her to learn; 95% of students thought the school has good equipment to help them learn and 90% thought their classroom is an interesting place to learn.

Interestingly, whilst 67% of parents thought that teachers talk to them regularly about their child’s learning, 33% of respondents thought that this only happens sometimes.

Future directions

Teachers will reflect on their communication practices to parents about what the children are learning and why. Parents will be encouraged to assist in the school in various capacities such as in reading group activities, sporting events etc. We will continue to promote open communication channels between class teachers, support personnel and parents. Teacher information meetings, individual semester interviews and interviews preferred at any other time, will continue to be proactively publicised and attendance encouraged. As well, strong parental support will continue to be encouraged as far as attendance at assemblies and events go as these too, provide valuable insight into the learning which students are involved in.

Curriculum

Reading

Background

Reading has continued to be a focus for improvement throughout the school.

During recent years, various initiatives have been incorporated into the teaching and assessing of reading. In addition, new resources have been purchased and significant training and development has occurred to increase the use of ICT in teaching and learning programs.

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 training would be beneficial.

Stage Two and Three teachers agreed it is time to supplement our main reading schemes with a new resource.

It was also agreed in consultation with the school’s learning support teacher that another ‘benchmarking’ kit which is more aligned to higher level readers is required to improve our ability to accurately assess, track and then plan programs for these students.

The CWA volunteer reading tutor program is seen as very valuable in encouraging our younger students with their reading.

Teachers agreed that having our students participate in the Premier’s Reading Challenge has been a very positive and productive component of our reading program and should continue.

A major financial boost from the P&C also enabled the purchase of a substantial number of new books for the students to have access to and to borrow.

Best Start and our Buddy Reading Program were also identified as being important components of our educational program.

All teachers gave very positive responses to the increased use of ICT into literacy programs and
there was a strong sense that in terms of engaging all students, technology is proving to be a valuable tool.

Future directions

- Professional development activities will be planned to ensure that all staff continue to build their knowledge, skills and understanding of best practice with embedding ICT into our programs.
- Supplementary benchmarking kit purchased and used for accurate assessment and tracking of student progress.
- A new ‘reading scheme’ with a Stage Two and Three emphasis to be purchased for classroom use.
- CWA program to continue.

Parent, student, and teacher satisfaction

In 2011 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 regarding ‘learning’ is described in the evaluation section of this report.

Discussions with parents and teachers indicated that they were very pleased with our continued efforts to upgrade ICT facilities and to incorporate many and varied technology aspects within teaching/learning programs. As well, there has been very positive feedback about our playground facility upgrade which was jointly funded by the P&C and the school. In our key learning areas, parents, teachers and students responded very positively to initiatives such as our student-led ‘maths fun mornings’ and a visiting ‘World of Maths’ workshop for all students. This year we had a record number of students complete the Premier’s Reading Challenge which reflects the positive light in which reading is being promoted throughout the school community.

A concerted effort was made this year in conjunction with the P&C to increase our school-community links and participation. Feedback from events such as our community picnic lunch and the school fete, clearly showed that there is a strong relationship within the community and a positive sense of ownership.

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 areas such as leadership, career development, student welfare, OH&S and the use of ICT.

Teachers participated in training which included: literacy, numeracy, ICT, interactive whiteboards and video conferencing and quality teaching.

Using Teacher Professional Learning Funds, the average amount per teacher spent was approximately $928.

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

- Child Protection
- Anaphylaxis Training
- Technology
- Interactive Whiteboards
- Quality Teaching-literacy and numeracy.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are
consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

**Literacy**- School based data will show each student achieving to their potential in relation to stage outcomes with those above and below stage expectations being catered for.

**2012 Target to achieve this outcome:**

**Literacy**: To raise the % of Year 3 students who achieve Band 4 or higher in Naplan Writing from 36% in 2011 to 55% in 2013.

**Strategies to achieve these targets include:**

- Implement learning experiences to suit individual need.
- Staff workshop on teaching text types and writing conventions.
- Analysis of individual students’ needs and provision of appropriate support (include STLA consultants).
- Implementing focused programs throughout the school including: ‘Drop Everything and Write’, assembly recognition, writing competitions and/or booklet compilations.
- Teachers to access the Teaching and Learning Exchange (TaLe) or similar as a strategy to enhance teaching practice (QT conference).
- Professional learning in local community of school activities.
- Analyse grammar and text conventions weaknesses based on Naplan in staff workshops.
- Professional development with specific emphasis on use of ICT for engaging students in ‘writing’.

**School priority 2**

**Outcome for 2012–2014**

**Numeracy**- School based data will show each student achieving to their potential in relation to stage outcomes with those above and below stage expectations being catered for.

**2012 Target to achieve this outcome:**

**Numeracy**: To raise the % of students who achieve the top 3 bands in Naplan Numeracy from 27% in Year 3 to 40% in Year 5 Naplan in 2013.

**Strategies to achieve these targets include:**

- Implement learning experiences to suit individual need.
- Analysis of individual student’s needs and provision of appropriate support (include STLA consultants).
- Workshop for staff in analysis techniques and establishment of specific student goals.
- Design activities to enhance achievement in the top 25% cohort of Stage 3 students including C4E mathematics extension days if offered.
- ‘Mathletics’ to be an integral part of teaching program.
- Purchase appropriate resources for teaching of Mathematics and holding school-based ‘Maths Fun Days’ each semester.

**School priority 3**

**Outcome for 2012–2014**

Students display enhanced computer skills aligned to the school’s scope and sequence.

**2012 Target to achieve this outcome:**

Students K-6 benchmarked against scope and sequence of achievement levels in computer/technology.

**Strategies to achieve these targets include:**

- Finalise the school’s computer levels scope and sequence from current draft.
- Professional development for teachers on the use of technology in teaching and learning experiences.
- Implement a planned, sequenced K-6 computer skills program.
• Purchase new computers to maintain ‘banks of computers’ in classrooms.

School priority 4

Outcome for 2012–2014

Quality Teaching: Increased emphasis on the embedding of ICT and higher order thinking activities across KLA program delivery.

2012 Target to achieve this outcome:
All teachers using interactive whiteboard as a major teaching tool and including experiences such as video conferencing, mathletics, moodle, Best Start, TEN in educational programs as appropriate to the stage they are teaching.

Strategies to achieve these targets include:
• Stage One teachers to implement Best Start’.
• Professional development experiences for teachers re-ICT.
• Quality educational experiences planned with particular emphasis on the engagement of higher achievers (includes purchasing appropriate resources in various key learning areas.

School priority 5

Outcome for 2012–2014

Environmental Education: Student understanding of sustainability and climate change issues will be increased. Management of school site will have an increased focus on sustainability.

2012 Target to achieve this outcome:
HSIE and Science units taught will include appropriate ‘environmental education’ perspectives.

Strategies to achieve these targets include:
• Take part in theme or event days e.g. World Environment Day, including SRC organising and co-coordinating. Link such activities to science and HSIE units.
• Student groups, monitors and committees formed to co-ordinate e.g. composting, vegetable gardening, recycling and efficient power use under the guidance of the Principal.
• Establish a native tree and shrub buffer garden along the southern boundary of the playground.

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.

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