Chatham Public School
Annual School Report 2014
School context statement

Chatham Public School has a current enrolment of 272 students which includes 64 Aboriginal and Torres Strait Islander students. The school was on the Improving Literacy Numeracy National Partnership program for the duration of 2014.

Positive Behaviour for Learning, Teacher Quality, Literacy, Numeracy and Technology continue to be focus areas.

The Australian Children’s Music Foundation program ran within the school for the duration of 2014. The program is highly valued by all students and their families.

The Kids’ Kitchen was utilised again this year so that small groups of students could go and learn how to make healthy meals which they could then cook at home.

Due to our high Family Occupation and Education Index of 173 the school attracted significant funding enabling both the QuickSmart and Multilit programs to operate within the school.

Messages

Principal’s message

In 2014 there were major changes in leadership at Chatham Public School with the retirements of the school principal Mr Marshall Callow and the assistant principal Mr Stephen McCleary both giving dedicated service to the school for over 10 and 20 years respectively. With my appointment midyear, the appointment of an Instructional Leader and the filling of Assistant Principal vacancies a new leadership team will now be in place for the beginning of the 2015 school year.

The compilation of the school’s Situational Analysis by the self-evaluation team and the development of the Strategic Plan involving school community will present to the school the opportunity to move in exciting and new directions where authentic partnerships are created, maintained and valued.

The school also had the opportunity to farewell two long serving teachers Mrs Debra Ashwell (retired) and Mrs Margaret Gay (on leave pending retirement). Both teachers have been associated with the school in excess of 20 years and their enthusiasm and experience will be greatly missed by the entire school community.

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.

Matthew Royan
Principal

Student representative’s message

Being school captains in 2014 has given us the opportunity to participate in a lot of school activities such as Monday assemblies, presentations and much more. Every second week Jakson and I have been going to 2RE with Mrs Morse to talk to Anthony about events that have occurred, or coming up in our school.

Our school has also had a lot of success in sport this year with records being broken and sporting teams winning many events.
In term 2 we had Better Buddy Day where Year Six students helped the new kindergarten students settle into big school.

During term 3 we held our Stage 3 Gold Day, in Chatham Park. The students received a real lesson in what life would have been like on the Australian goldfields in the 1850’s as a freezing cold gale blew for most of the day. The putting up and taking down of tents, in the wind created a lot of laughter.

Year 6 students went down to Newcastle to discover what university life is like. We also had Chatham High Year 10 students come and teach Stage 3 sport activities each Tuesday afternoon during Term 3.

Congratulations to William Sawyer for a High Distinction in the Hunter Mathematics Competition.

During our time as School Captains, we have had the chance to do many amazing things and have had an awesome year.

We would like to take this opportunity to thank all the teachers we have had over the years and the ladies in the Office. We wish the 2015 School Leaders the best of luck.

Jakson Collis and Charli Muir

School Leaders

Student information

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

Student enrolment profile

Chatham Public School has a student population of 272 students. Our community has a range of socio economic and cultural backgrounds. Students pride themselves on wearing the school uniform.

Many of our students participate in a range of sporting and cultural activities both at home and school.

Class sizes

Class sizes do fluctuate during the year as families leave the district and new families move into the Chatham community. Unfortunately the school went from twelve to eleven classes as a result of a decline in kindergarten numbers.

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.

Structure of classes

The school has traditionally had a mix of composite and single grade classes for many years. This year there were four composite classes and seven single grade classes.

<table>
<thead>
<tr>
<th>Class</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KT</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>K/1W</td>
<td>11</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1F</td>
<td>13</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>1/2W</td>
<td>9</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>2S</td>
<td>10</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>3G</td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>3/4M</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>4F</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>5M</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>5/6A</td>
<td>10</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>6M</td>
<td>14</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>138</td>
<td>272</td>
</tr>
</tbody>
</table>

It is anticipated that our numbers will be maintained in 2015.
Our indigenous student population continues to hover around 24% each year.

Attendance patterns have remained much the same as in previous years however there has been an improvement in attendance within specific targeted cohorts. The school works closely with the community to ensure students are at school every day.

A variety of electronic and paper communication to support attendance and promote the importance of this to student learning is regularly utilized. Excellent attendance is recognized and celebrated at school assemblies including Annual Presentation ceremony.

The figures below are the school’s staffing entitlements according to our enrolments. We have ten New Scheme Teachers on class.

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Primary Part time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.462</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.15</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.022</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18.059</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The Indigenous teacher employed on a temporary basis throughout 2013 has now become a permanent member of staff.

The school continued to employ an Aboriginal Education Officer one day a week. This person also works the remainder of the week in the position of Aboriginal School Learning Support Officer through the schools staffing entitlements.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

Where possible the school tailors professional learning to meet the individual needs of teachers. Teachers are encouraged to take control in the design of their own training and development program.

One hundred percent of staff, including casual teachers, support and ancillary personnel have participated in the professional learning programs delivered at Chatham Public School. Professional learning programs include all mandatory courses, online modules for new syllabuses, online classroom teacher programs, Positive Behaviour for Learning (PBL) modules, Non Violent Crisis intervention training and ongoing training and support in the L3, TEN, Multilit and Quicksmart programs.

The school has attempted to build capacity within its staff by training “trainers” for the L3, TEN and PBL programs. The school has expended a total of $19,000 on professional learning which equates to $900 per staff member however this figure would vary greatly depending on individual needs and school priority and focus areas.

The 4 staff development days were attended by all staff and focused on:

Term 1 - Class formation and the passing on of academic and welfare data,

Term 2 - ILNP data analysis, and

Term 4 – All mandatory training.

Beginning Teachers

In 2014 Chatham Public School had 1 beginning teacher. Funds from Great Teaching Inspired Learning were utilized to provide support through inschool mentoring. Direct supervision with self and team reflections being a major component of the support provided. Capacity building was also achieved by giving the beginning teacher the role of supervising Aboriginal Programs and Learning. Her responsibility was to ratifying content and teaching and learning with the AECG’s AbEd committee.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Financial Summary for the Year Ended 31 December 2014 (Chatham Public School)*

<table>
<thead>
<tr>
<th>Category</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(298,109)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(2,912,819)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(2,873,251)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(1,400)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(32,942)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(5,225)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
</tr>
<tr>
<td>Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td>2,585,502</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>2,585,502</td>
</tr>
<tr>
<td>Employee Related</td>
<td>2,433,660</td>
</tr>
<tr>
<td>Operating</td>
<td>151,841</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>(327,317)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(625,426)</td>
</tr>
</tbody>
</table>

* date source: Schools Finance - Learning and Business

The information provided in the Financial summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014.
School performance 2014

Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Arts
It has been a very successful and enjoyable year in regards to Creative Arts for Chatham Public School. We have had 3 major initiatives in regards to the arts throughout the year being the school choir, the ACMF program and the local Taree Show.

The school choir consists of many wonderfully talented students who performed at special assemblies and Presentation Day Assembly.

This year saw the continuation of the Australian Children’s Music Foundation program. The program provides funding for a music teacher and the purchase of a variety of instruments. The program was extended to include all students from Kindergarten through to Year 4. Each week these classes have been going to the hall for half an hour sessions with the extremely talented Michael Eyb. This year we saw the addition of ukuleles, recorders and drums to the already impressive array of instruments the children are learning to play. We are hoping that this program will continue to expand and involve even more students in the future.

This year the school had an abundance of art entries for the Taree Show. Each week Mrs Gay would work with all classes on an artwork. The talent and quality displayed from the students with their art is outstanding. These artworks were entered into the Taree Show and Chatham Public School received numerous awards in various categories. This is a true reflection of the talent we have here at Chatham Public School.

Sport
Sport and physical activity is a vital part of the Chatham Public School culture, which gives all students the opportunity to develop physical fitness and social skills in a safe environment.

Throughout 2014, the students of Chatham Public School were engaged in a variety of sporting events. Highlights include:

- the senior girls relay team qualifying to compete at the State PSSA Swimming Carnival (the girls broke the Zone record time by 8 seconds);

- Jarrod Gibson being selected in the State Touch Football;

- In hockey Kalani Cross and Jordan Moscatt were selected for the NSW side;

- The Senior Boys Rugby League team qualified to play in the State PSSA finals; and

- The Senior Girls Touch team qualified for the State Final in Sydney. This team came 3rd out of 600 in the State.

We have also participated in the State Primary School’s Sports Association (PSSA) knockout competitions in Soccer, Touch Football, Rugby League, Netball and Cricket.

At a local level we have involvement in Gala Day’s in Rugby League, Soccer, Netball, League Tag and Touch Football which have developed social skills and sportsmanship.
The primary section continued its involvement in the Premier’s Sporting Challenge and all students received individual certificates for their efforts. The school also received a Gold Award for our achievement in the NSW Premier’s Sporting Challenge. As in past years a large number of staff participated in the challenge too.

**Other achievements**

**Environmental**

For WH&S reasons numerous dangerous trees were pruned or removed from the playground. This provided the school the opportunity to replace these trees with appropriate species and to plant out an orange orchard. The school’s vegie garden was very popular with both parents and students. The existing garden was consolidated late in the school year with a watering system being installed.

Chatham continues to have a commitment to teaching environmental education to our students. During the year they were involved in:

- Planting vegetables in our school vegetable gardens. These produce a variety of vegetables that are used by the canteen, staff, community and students;
- Class visits to the local plant nursery to purchase seedlings and observe what happens in a nursery;
- participating in lessons where they learnt how to grow plants, the importance of a healthy diet and care of the environment;
- teachers regularly supervise student breaks to ensure there is as little wastage of food as possible and students are encouraged to recycle plastic “zip top” bags,
- collecting scraps for both the worm farm and compost bins each day and using waste from the worm farms to fertilize our vegetable gardens;
- participation in the Waste Watchers program on worm farms;
- participation in the Mid North Coast annual water competition with pleasing results;
- collecting aluminium cans for recycling; and
- every class having the opportunity to plant a tree in the new garden beds.

**Significant programs and initiatives – policy**

**Aboriginal education**

There are 64 students from Aboriginal and Torres Strait Islander heritage enrolled from 35 families.

The local Aboriginal tribe is the Biripi people and the traditional language is Gathang.

Significant programs and strategies include:

- Best Start and L3 supporting our Aboriginal students. This includes parents and carers being a part of the communication cycle.
- Norta Norta tutors and Learning Support Officers being employed from the local community.
- Acknowledgement of Country being an essential part of all gatherings. Local leaders and past students are invited to Welcome All at major events.
The local AECG providing support with professional learning and the development of the school’s Aboriginal Education Action Plan. PLPs are an integral part of this plan.

Jay Davis, ACLO Forster Office, providing support and assistance with the implementation of the school’s Aboriginal Education programs.

**Multicultural education and anti-racism**

Chatham Public School continues to be committed to enhancing the learning about other cultures for its students. The multicultural programs and practices are culturally responsive and inclusive.

Students at Chatham Public School enjoyed participating in Harmony Day and a range of other multicultural activities.

**Significant programs and initiatives – equity funding**

** Aboriginal background**

All Aboriginal students in our school have established Personalised Learning Plans (PLPs) to support their learning needs and to raise the awareness of their cultural backgrounds.

Regular Cultural events commencing with a “Meet and Greet” at the beginning of the school year has led to an increase in the number of Aboriginal parents and community visiting the school.

Key transition points have been identified by the school targeting them with specific programs. The transfer of all relevant information and data has contributed to the smooth transition and continuity of educational programs.

**Socio-economic background**

Chatham Public School has a Family Occupation and Education Index of 173. This places the school into a category where a high percentage of its students come from families with a low socio-economic background.

The inclusion of parents and students in the PLP interview process has raised the expectations of parent, students and teachers. Flowing from this has been the establishment of more meaningful and effective communication channels.

The provision of parent information and training sessions has empowered parents to take a more active role in their child’s education. Parents have a greater understanding of what is being taught at Chatham Public School and are more able to assist and become effective partners in their child’s education. This has been supported by numerous positive comments in parent satisfaction survey responses.

**Learning and Support**

The Learning Assistance Support Teacher (LAST) has implemented and supervised numerous support programs in operation at Chatham Public School.

Professional learning opportunities for teachers and teacher aides has led to the delivery of differentiated teaching and learning programs which cater for the specific learning needs of our students.

Timetabling and whole school organization initiatives has led to the identification of optimum times for intervention and increased learning outcomes for students.
Other significant programs and initiatives

Chatham Public School has been scheduled to commence the *Early Action for Success Initiative* in 2015. To support this program an Instructional Leader will be appointed to the school.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation of the English curriculum leading to the appointment of an Instructional Leader to commence in 2015 and the development of support units.
- Evaluation of student wellbeing and behavior management.
- Parent, teacher and student surveys in regard to school satisfaction.

School planning 2012-2014:

**School priority 1**

Students achieving at or above the National Bench Marks in Literacy and Numeracy through the integration of connected technology and quality teaching.

**Outcomes from 2012–2014**

Year 3 students in writing, reading and numeracy made significant improvements.

Year 5 students showed less than expected growth in all areas of NAPLAN.

Aboriginal students have improved in reading but dropped in writing and numeracy when compared to Aboriginal students across the state.

**Evidence of achievement of outcomes in 2014:**

- In reading Year 3 students showed a 10% increase in the number performing in the top 3 bands.
- In reading Year 3 Aboriginal Students have shown an improvement from 2012 when 100% of students were in the bottom 3 bands to have 27% in the top 2 bands in 2014.
- In writing 21% of Year 3 students are performing in bands 5 and 6.

**Strategies to achieve these outcomes in 2014:**

- Establishing a Quicksmart and MuliLit Learning Centre in a permanent building has improved the delivery of these programs.
- Regular professional development has ensured that assessment data informs teaching and learning programs.
- The school’s Learning Support Team has collected and analysed the National Assessment Data to provide differentiated learning programs for all students requiring additional support.
School priority 2
To improve teacher practice in catering for learner diversity and implementation of Positive Behaviour for Learning.

Outcomes from 2012–2014
Throughout 2014 there has been an increase in professional learning opportunities for teachers. This has led to teachers being able to better assess and interpret students’ work.

Evidence of achievement of outcomes in 2014:
• School surveys and anecdotal evidence supports that students are more actively engaged in learning activities throughout the day.
• Student attendance rates have been maintained however the school is still 1.8% below state average.

Strategies to achieve these outcomes in 2014:
• The school focused on identifying whole school behaviours through PBL. These behaviours were found to be most evident in the playground. The school has endeavoured to rectify these through inclass intervention;
• The development PLPs for all students has assisted teachers to increase their awareness and understanding the culture of our local community. Learning programs are tailored to the individual’s needs.

School priority 3
To minimize the gap between Aboriginal students and Non–Aboriginal students in Literacy and Numeracy by accelerating the performance of Aboriginal Students.

Outcomes from 2012–2014
Although there are still students performing in Band 1 for Year 3 and Band 3 for Year 5 there has been significant improvement in the performance of our Aboriginal students.

Evidence of achievement of outcomes in 2014:
• In reading 27% of our Year 3 Aboriginal students performed in the top 2 bands in the NAPLAN tests.
• In writing Aboriginal students performed above that of Aboriginal students across the state. This was still 35.2 points below the total Year 3 cohort.

Strategies to achieve these outcomes in 2014:
The school increased the number of Aboriginal students being involved in the QuickSmart and MultiLit program.
• The school targeted transition programs to Kindergarten and to Year 7 in high school to ensure student readiness and engagement were being catered for. This resulted in improved student well-being and educational outcomes.
• Support was provided for teachers to develop, monitor and regularly evaluate PLPs for all Aboriginal students ensuring incremental goals in numeracy and literacy were being met.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
• There are high expectations from teachers, students and parents.
The school praises and gives recognition to individuals who are successful.

The school is continually looking for ways to improve student well-being and learning outcomes.

The school’s extra curriculum program is appreciated by students and their parents.

Overwhelmingly parents are proud of their child’s school.

Areas that the school could improve in are presented below.

- More opportunities for teachers to talk to parents in relation to their child’s learning.
- Although improving, to encourage students to take more pride in their work.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

- The planning committee has completed an extensive evaluation and consultation process. The evaluation included analysis of NAPLAN and school based data. An analysis of school policies and procedures was also undertaken.
- The school’s completed situational analysis content has been discussed with the P&C and there was agreement that the school context and mission statement accurately reflected the views of our school community.
- Three Strategic directions have been developed through this process:
  1. Quality Teaching and Learning,
  2. Authentic relationships and partnerships: and
  3. Quality School Structures, Processes and Resources.

**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.

Matthew Royan: School Principal
Stephen McCleary: Assistant Principal
Kristy Hay: Aboriginal Education Officer
Lyn Bettle: LAST
Narelle Drake: Relieving Assistant principal

**School contact information**

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Taree, NSW, 2430
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Fax: 6551 2012
Email: chatham-p.school@det.nsw.edu.au
School Code: 4014

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