

STRIVING FOR EXCELLENCE

Chapel Hill State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Chapel Hill State School is located in the western suburbs of Brisbane. Chapel Hill School is surrounded by landscaped gardens that caters for Prep to Year 6 classes. The learning environments are flexible and practical in their designs. Teacher styles vary to suit these environments, resources and expertise. Relations with the community are excellent with active parent groups, motivated parents and supportive local organisations.

The classes are assisted by a Music Specialist, Physical Education Specialist, Teacher/Librarian, LOTE teacher (German), Support teacher, Guidance Officer and EAL/D (English as an additional language or dialect) teacher. The school has a number of teacher aides to assist in the classroom as well as a very supportive groups of parents who continually assist. Students and teachers aim to work in harmonious, congenial relationships and treat each other with respect, demonstrating a positive attitude to education and their learning. The school offers instrumental music programs, bands, choirs, interschool sport, Life Education Programs, Learning for Leisure activities, before and after-school care and extension programs such as Gifted and Talented classes, Optiminds, Maths Challenge, Rock Eisteddfods and ETC Testing processes.

Feedback from the students, staff and community indicates that the school provides a very positive learning environment. The sharp rise in enrolment numbers over the past few years indicates that the school is delivering quality outcomes within and beyond the classroom.

The school's agreed core purpose is to develop successful learners who are confident and creative individuals who can interact with respect as global citizens. This is reflected in all of our programs and policies. Our mantra of respect self, others and the environment reinforces support for positive choices that align with our community values.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Within the Classroom Curriculum

- Quality and consistency in planning, teaching and assessing the Australian Curriculum
- Quality and consistency in explicit teaching and learning strategies that promote student literacy.

Beyond the Classroom Curriculum

- Promote student social emotional development and well being
- Enhance extra curricula activities
- Access to leadership opportunities
- Develop self-regulated learners

Future Outlook

Our agreed priority areas for 2018 are:

1. Writing – explicit teaching
2. Walker Learning – age appropriate pedagogy
3. Positive Behaviour for Learning
4. Student and staff well being

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	680	329	351	5	97%
2016	695	345	350	5	96%
2017	726	363	363	5	98%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Chapel Hill State School has a rich mix of local, interstate and international families. The community has a strong socio-economic platform and the parents are deeply invested in their children being positive, active learners. The school community places a high value on education and the students benefit from committed, invested staff with a love of teaching and learning. This strong alignment between school and home helps to ensure that the students are encouraged to develop as successful life-long learners.

Our academic performances are well above state and national averages. Students seek challenges in and beyond the classroom and benefit from the extensive and diverse range of extra curricula experiences.

Approximately 10% of students do not identify English as their first language. There are a large number of families who have travelled extensively due to the work commitments of their parents. This has resulted in our students having a rich and diverse cultural background that adds value and variety to our school community.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	24
Year 4 – Year 6	27	25	27

Curriculum Delivery

Our Approach to Curriculum Delivery

Chapel Hill State School has designed our curriculum plans from the Australian Curriculum developed by ACARA (Australian Curriculum and Reporting Authority) and the Queensland Government's *Curriculum into the Classroom*. These curriculum plans are on our website and parents are encouraged to familiarise themselves with the content and the assessment.

Curriculum is delivered through a *gradual release of responsibility* that ensures students are exposed to new learning through a model of *I do, we do and then you do*. This process is supported by explicit learning intentions and success criteria. Students are familiar with this approach and use the success criteria to provide a level of self-reflection that supports targeted teaching and individual goal setting.

Co-curricular Activities

Our school offers a wide variety of activities:

- Instrumental music program – Strings (Years 3-6) and Band (Years 4-6)
- Choirs – Junior (Years 2 and 3) and Senior (Years 4-6)
- Camping Program (Years 5 and 6)
- Sporting Programs – interschool, cross country, athletics and swimming
- Chess club
- Gymnastics program
- Debating
- Optiminds
- National Academic Competitions – English, Mathematics, Science, Technology
- Wakakiri – National Champions
- Computer Coding Club

How Information and Communication Technologies are used to Assist Learning

The school continues to assign a significant portion of the annual budget to support the ICT resources with an emphasis on student learning. All students can access online learning programs in mathematics and reading. These programs allow teachers to differentiate learning and provide targeted support and extension opportunities. All classrooms provide access to online learning and the computer lab ensures that whole classes can engage in same time digital learning.

Prep to year 2 students can access I pads, years 3 and 4 desktops and years 5 and 6 students laptops. These digital resources support learning and research.

Social Climate

Overview

Chapel Hill State School has the motto of *Striving for Excellence*. This is supported by a school wide positive behaviour program that focuses on Respect (respect for self, others and the environment). Our school prides itself on developing effective parent/school partnerships to ensure everyone feels welcome and supported.

There are many initiatives that promote, support and nurture a positive learning environment including awards and merits, leadership roles, buddy programs as well as our Responsible Behaviour Plan.

Our school operates a Class Parent Representative Program to ensure effective communication that is particularly helpful for new families.

The school Chaplain plays an active role in the support of the social climate with activities such as *Chill Out club* and other fun activities.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	93%	96%
this is a good school (S2035)	94%	94%	92%
their child likes being at this school* (S2001)	96%	93%	99%
their child feels safe at this school* (S2002)	94%	93%	95%
their child's learning needs are being met at this school* (S2003)	92%	86%	93%
their child is making good progress at this school* (S2004)	90%	87%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	92%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	82%	93%
teachers at this school motivate their child to learn* (S2007)	93%	84%	95%
teachers at this school treat students fairly* (S2008)	93%	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	98%	88%	91%
this school works with them to support their child's learning* (S2010)	88%	88%	91%
this school takes parents' opinions seriously* (S2011)	85%	84%	83%
student behaviour is well managed at this school* (S2012)	86%	86%	87%
this school looks for ways to improve* (S2013)	92%	90%	89%
this school is well maintained* (S2014)	83%	89%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	99%	99%
they like being at their school* (S2036)	92%	98%	94%
they feel safe at their school* (S2037)	97%	98%	94%
their teachers motivate them to learn* (S2038)	99%	95%	98%
their teachers expect them to do their best* (S2039)	99%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	90%	98%
teachers treat students fairly at their school* (S2041)	88%	90%	91%
they can talk to their teachers about their concerns* (S2042)	93%	84%	89%
their school takes students' opinions seriously* (S2043)	91%	93%	90%
student behaviour is well managed at their school* (S2044)	88%	91%	89%
their school looks for ways to improve* (S2045)	98%	98%	94%
their school is well maintained* (S2046)	94%	96%	92%
their school gives them opportunities to do interesting things* (S2047)	93%	95%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	98%	93%
they feel that their school is a safe place in which to work (S2070)	100%	96%	95%
they receive useful feedback about their work at their school (S2071)	83%	95%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	91%	87%
students are encouraged to do their best at their school (S2072)	97%	100%	98%
students are treated fairly at their school (S2073)	93%	96%	100%
student behaviour is well managed at their school (S2074)	93%	91%	98%
staff are well supported at their school (S2075)	87%	91%	81%
their school takes staff opinions seriously (S2076)	93%	93%	82%
their school looks for ways to improve (S2077)	100%	98%	97%
their school is well maintained (S2078)	77%	82%	68%
their school gives them opportunities to do interesting things (S2079)	80%	87%	86%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are encouraged to be actively involved in many aspects of school life. Parents assist with classroom activities, tuckshop, library support, homework, excursions and sporting events. The school has an active P&C association that raises funds to support learning and teaching programs, and actively participates and supports projects and activities throughout the school.

Our school implements a successful transition program for students commencing Prep in the following year. This four day program allows future students to meet teachers, engage with their environment and meet other students prior to the start of their formal education. Parents also have the opportunity to meet other parents and are provided with an overview of the prep experience.

Our school also runs literacy information workshops and sessions for parents to ensure that families are aware of the strategies used in classrooms to increase alignment with home support. The volunteer programs are extensive and parent support is provided in each class through teacher consultation and direction.

Formal parent teacher interviews are offered twice a year (end of terms 1 and 3) and informal interviews are welcomed on a by request basis. Feedback on student achievement and progress is delivered regularly and the end of semester reports provide an extensive account of learning that assists in the identification of areas of improvement and extension.

Respectful relationships programs

Our school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These programs are linked to our values and are reinforced through assembly presentations, social skills lessons and our Positive Behaviour for Learning Program.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	2	2	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	234,049	990
2015-2016	256,506	272
2016-2017	264,634	1,180

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

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

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	26	0
Full-time Equivalents	43	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	7
Bachelor degree	39
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 41 419

The major professional development initiatives are as follows:

- Development of Explicit teaching strategies through coaching and mentoring
- Teaching of reading and writing
- Inclusive Education
- Walker Learning – Early Learning Developmentally appropriate pedagogy
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	95%	87%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

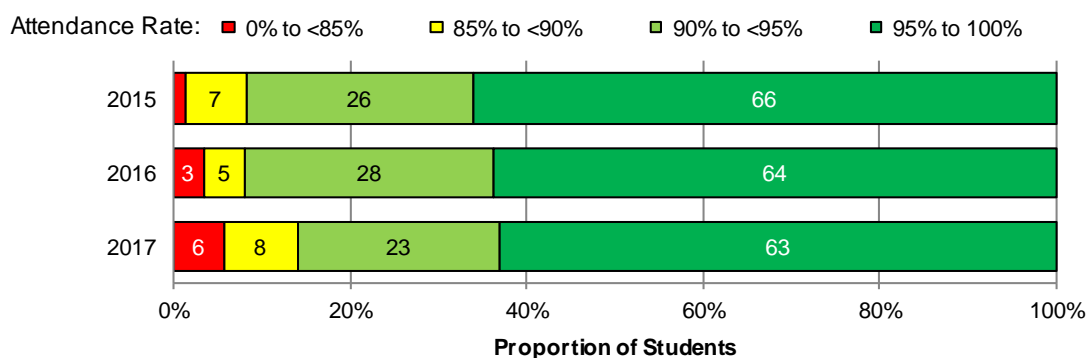
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	95%	97%	95%	95%	96%	97%						
2016	95%	95%	95%	97%	95%	96%	95%						
2017	95%	94%	95%	95%	95%	95%	96%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Our school believes that **Every Day Counts**. We promote four key messages:

- all children should be enrolled at school and attend on every school day;
- our school monitors, communicates and implements strategies to improve regular school attendance;
- truancy can place a student in unsafe situations and impact on their future employability and life choices; and
- attendance at school is the responsibility of everyone in the community.

Teachers record student attendance through Oneschool Electronic Roll Marking twice daily by 9.00am and 2pm. Parents are required to advise the school, by email or phone call as to the nature of the student's absence. The school uses an electronic Same Day Absence system to track daily absences. Where a child's attendance is irregular and no explanation is received, parents will be contacted by the school and standard letters are issued to parents when long term and regular absences of a student occur. Instances of truancy are investigated, and parents will be advised. Proactive messages are placed on the noticeboard at the front of the school and in the school newsletter to deliver messages about the importance of students being at school on time and every day.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

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