

Our school at a glance



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Principal's foreword

Introduction

The School Annual Report provides a review of where the school progress and where its future direction. The 2011 year has seen significant changes that are providing tangible evidence of the impact on our school's improvements in all areas including school facilities, teaching and teaching teams, curriculum design, student performance and accessibility to classroom technology.

With our hard work around these key changes, we have been careful not to lose the ingredients that have made Chapel Hill State School a positive and caring environment.

Our overall strategic focus is described as our Vision Bus as the image suggests, we are on a journey towards school improvement that will generate a supportive and challenging education program. The new focus for our school will ensure that we can still maintain our 'small' school community feel while also delivering 'big' school programs.

Evidence of a successful school transformation can be seen through the growth of the school's early year's enrolments that has continued into 2012 and the strong performance achieved from the 2011 Teaching and Learning Audit.

The school now has a new Resource Building (The Ross Perry Resource Building – named after the previous principal after more than 20 years of service at the school) and there has been new Interactive White Boards installed in each of our classrooms.

Throughout the transformation we have been able to ensure that the school still maintains its 'small' school feel while delivering its 'big' school programs.

Our school at a glance

School progress towards its goals in 2011

Chapel Hill State School has completed the whole of school reading program that has shown its effectiveness in school based assessment and NAPLAN data.

We have set very high goals in our areas of literacy and numeracy.

2011 NAPLAN Goals:

100% of Chapel Hill Students in Years 3, 5 and 7 reaching the National Minimal Standards in Reading – ACHIEVED

100% of Chapel Hill Students in Years 3,5 and 7 reaching the National Minimal Standards in Numeracy – ACHIEVED

Improvement in Upper 2 bands in Years 3,5 and 7 in Reading – ACHIEVED

Improvement in Upper 2 bands in Years 3, 5 and 7 in Numeracy – ACHIEVED

(The school's NAPLAN results provide a great sense of pride to note that we were recognised as the highest NAPLAN performing primary school in Queensland)

Future outlook

- The school has a key focus on reading and the tracking of each students reading progress – particularly in the early years. The future emphasis will be to consolidate the significant inroads made over the last 18 months.
- Continued improvement in curriculum planning that is shared with the community in order to develop a powerful team (school + students + parents).
- Clear assessment processes that allow for consistency across all year levels and provide quality feedback on student progress.
- Development of individual student learning goals and student portfolios to allow effective supportive and challenging strategies to unfold on a needs basis.
- The school is going through a uniform review with the community and it is expected that there will be some changes that will modernise and standardise student uniforms.
- Develop a whole of school student writing program that aligns to the current reading program.
- Develop a transition program for Year 7 students to support their movement into the high school sector.

School Profile

Our school at a glance

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

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
565	267	298	96%

Characteristics of the student body:

Chapel Hill State School students have very professional families and their parents have a clear understanding of the benefits of a good education. This message of the importance of education is further reinforced by the classroom teachers and hence students have a clear value of education. Students have therefore embraced their learning opportunities and look for additional strategies to further enhance their educational experiences. This can be seen through students seeking to attend the many varied learning programs that go way beyond that of the classroom (e.g. strong participation in debating, optiminds, Mathematics Trust Program, ICAS challenges, chess teams, Kids STEM program, Instrumental Music, IGNITE program ...).

Parents of our students typically have professional occupations and actively encourage and support their children's educational development. Many of our families are new to Brisbane coming from overseas with a significant number from UK, South Africa and New Zealand.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	24.3
Year 4 – Year 10	24.1
All Classes	24.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

German (language other than English) – Years 4 to 7

Music and Health & Physical Education – Prep to Year 7

IGNITE (extra curricula programs designed to spark student academic passions) Years 3 to 7

Special Education Programs – Prep to Year 7

Extra curricula activities

Extensive Instrumental Music Program – Strings (Years 3 to 7), Brass, Woodwind and Percussion (Year 5 to 7)

Camping programs (Year 5 to 7)

Sporting Programs – Interscholar sport, Cross Country, Athletics, Gymnastics

Chess Program

Student Leadership program

National Competitions in English, Science, Mathematics and Computer Studies

Choirs (junior and Senior)

How Information and Communication Technologies are used to assist learning

A significant portion of the school budget was directed to IT resources in 2011 has allowed the school to increase ICT learning programs into the classroom.

All students are enrolled in Mathletics and Intrepica to allow teachers to provide individual support programs for numeracy and literacy support and extension opportunities.

The Year 7 students have a laptop program that allows them to be able to work on our newly upgraded wireless facilities. All classrooms have flat screen monitors with new networked desktops.

Teachers are developing virtual classrooms to assist in supporting student learning outcomes.

The Prep classes are using iPads within the classroom and are using multiple apps that are designed to support the targeted learning programs.

Social climate

Chapel Hill State School has the motto of “Striving for Excellence” and this is further supported by a school wide positive behaviour Program that focuses on the idea of RESPECT (Respect of **Self**, Respect of **Others** and Respect of the **Environment**).

This positive emphasis has been easy to maintain with students enjoying a friendly and supportive environment that generates a positive learning environment. The 2011 School Opinion Survey had parents rating the school climate as ‘very-satisfied’. This is the highest parent rating for the past 5 years and well above the State mean. Students also rated the school climate to be well above the state average. The chaplain plays an active role in the support of the social climate with many of the activities such as school leadership events and other activities including school dances and other lunch time fun activities.

Parent, student and teacher satisfaction with the school

Our school at a glance

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	90%
Percentage of students satisfied that they are getting a good education at school	83%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	72%
Percentage of staff members satisfied with morale in the school	79%

DW – Data withheld

Involving parents in their child's education

The school relies strongly on the support of parents both in and out of the classroom process. The Parents and Citizens Committee provides extensive support to the school that generates significant boost to classroom resources. Examples of parent and school interaction include:

The school has developed a Transitional Program for students to starting Prep in the following Year. This is a three day program that allows the future students to meet their Prep teachers and engage with other students prior to the start of their formal education. The program creates a sense of joy and excitement around the start of the students schooling journey. During this Transition time the parents are given a chance to mix with other new parents and also be provided with an overview of the Prep program.

Parent Literacy support information days. The school now runs literacy support for parents to ensure that families are aware of the strategies being used in the classroom and can therefore ensure that support from the home aligns with the support within the classroom.

The volunteer programs at Chapel Hill are extensive and parent support is provided in each class through teacher consultation.

Formal Parent/Teacher interviews are available twice a year and informal interviews are welcomed upon request. Feedback on student progress is delivered four times a year and the end of semester reports provide an extensive account of learning that can help identify areas that may require further support.

Our school at a glance

Reducing the school's environmental footprint

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

The school implements a student based recycling program. We have seen an increase in the number of students and increased number of classrooms in operation that have contributed to the degree of our environmental footprint. During the year we have seen a sharp rise in the number of computers and Interactive whiteboards while also having a new building that is fully air-conditioned.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	193,552	1,446
2010	189,584	1,270
% change 10 - 11	2%	14%

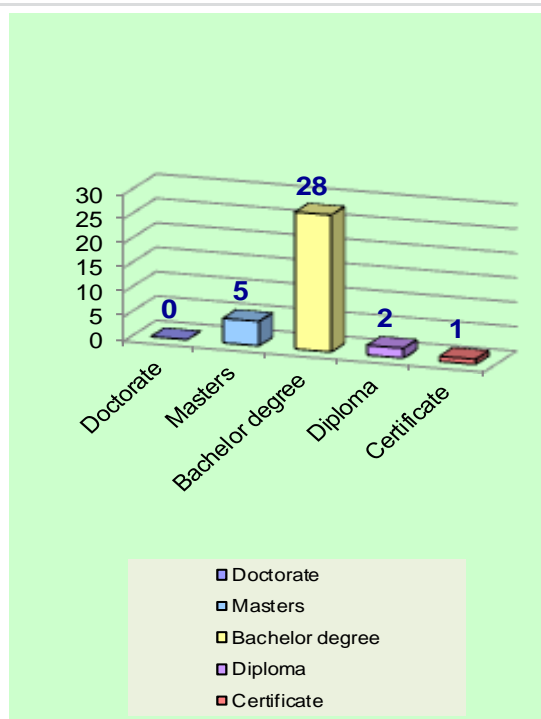
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	18	0
Full-time equivalents	31	11	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	28
Diploma	2
Certificate	1



Our staff profile

Expenditure on and teacher participation in professional development

The total funding expended on teacher professional development in 2011 was reported as \$38500.

The major professional development initiatives are as follows:

Teacher Release for curriculum development and curriculum delivery.

Explicit Teaching of Reading.

The involvement of the teaching staff in professional development activities during 2011 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name **GO**

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.

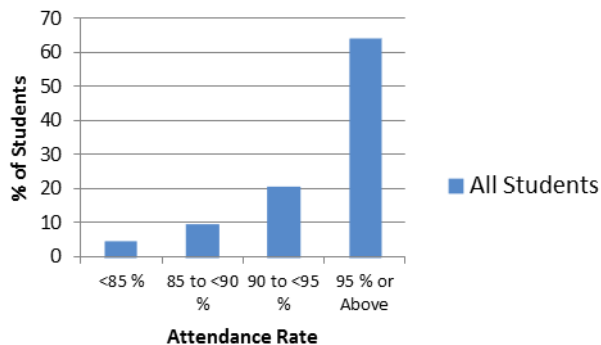
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
96%	95%	96%	95%	96%	95%	96%

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Chapel Hill State School complies with systems policies by ensuring teachers mark the attendance rolls each day and then send them to the office for processing at the end of each week. Any extended or unexplained absence will result in a call to parents/carers from the teacher or the office.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

The school continues to perform well-above the state and national averages and was awarded a certificate of appreciation from the Premier in acknowledgement of our NAPLAN results. The school was reported in State-wide media as being the highest performing Primary school in Queensland.

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/>.

Performance of our students

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Performance of our students

Achievement – Closing the Gap

While the school is very supportive of the Closing the Gap initiative of improving indigenous education, the school has no identified indigenous students.