Chapel Hill State School (1872)

Queensland State School Reporting

2012 School Annual Report

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Principal's foreword

Introduction

The 2012 school year was another successful and rewarding year for our Chapel Hill State School students, parents and staff. We are extremely proud of our students' achievements in all facets of schooling which is a credit to the high standard of teaching and the wonderful support provided by parents and local school community.

This report provides parents and members of the wider community with a range of information that is common for all State and Non-State Schools throughout Queensland. It provides an overview of the many quality school and extra-curricular programs available to our students during the 2012 school year. It also illustrates student achievements during this period with a focus on future development and improvements in the 2013 school year.

At Chapel Hill State School we are united in our efforts to meet the needs of a diverse student population and continue to improve the quality of educational experiences and opportunities for our students. Chapel Hill State School prides itself on being an important centre of the local community and a welcoming, supportive and effective learning place for all students. We live our school values through our activities and interactions with students, parents and staff and strive to uphold our school motto, **STRIVING FOR EXCELLENCE.**

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School progress towards its goals in 2012

The main Teaching and Learning priority for 2012 was to continue our focus on the teaching of Reading and further improve our students' achievement in this core learning area. Progress towards this goal, as measured by NAPLAN, is evidenced by a continued upward trajectory, placing Chapel Hill students at or above the National Mean.

One of the major professional development priorities for 2012 was the introduction of the National Curriculum and the C2C resources. Years Level Teaching Teams worked closely with our Head of Curriculum throughout the year to become familiar with the curriculum requirements in English, Mathematics and Science. Parent awareness was supported through newsletter updates and Curriculum Overviews sent home each term.

Further development of common assessment practices supported our commitment to the careful tracking of student progress, the identification of student learning needs and the provision of individualized and targeted group instruction. Parent involvement and awareness of student progress was enhanced through the introduction of interim 'progress updates' at the end of Terms 1 & 3 and the introduction of individual student learning goals.

Future outlook

The School Priorities for the 2013 year are listed below and appear in the 2013 Annual Implementation Plan.

- The Implementation of the Australian Curriculum
- The Implementation of whole school pedagogical practices
- The continued use of student data to inform teaching practice
- The development of instructional leadership with a focus on workforce performance
- The continued development of productive partnerships with students, staff, parents, and the community
- The continued improvement of school performance
- The development of a plan to transition Year 7 to high school

Queensland

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Prep - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	575	277	298	95%
2011	565	267	298	96%
2012	609	281	328	98%

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

Characteristics of the student body:

The majority of our students come from middle to high socio-economic backgrounds with many parents being well educated and professionally employed. Chapel Hill State School parents clearly understand and value the importance of their children receiving an excellent education. This message is also supported by teachers who provide not only a quality classroom curriculum but also involve children in a range of extra-curricular experiences for students that enhance and extend their educational opportunities. None of our student body in 2012 was identified as Aboriginal or Torres Strait Islander with only a small percentage of students who identified English as a second language.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	24	24
Year 4 – Year 10	25	24	24
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		2	6
Long Suspensions - 6 to 20 days		0	0
Exclusions		0	0
Cancellations of Enrolment		0	0

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 – Interschool 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 2012. This has allowed the school to increase ICT learning programs in the classroom.

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

The Year 7 students have a laptop program that allows them 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 school climate that generates a positive learning environment. There are many initiatives in place to support and nurture a positive school climate at Chapel Hill State School. These include classroom awards and merits, school awards presented on assemblies, leadership roles, buddy system, newsletter acknowledgements, peer mediators, as well as our school behaviour management plan.

The School Opinion Survey results also clearly demonstrate high levels of parent and student satisfaction in regard to the school's positive social climate. 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.

The school prides itself on developing very positive parent/school partnerships to ensure everyone feels welcome and supported at Chapel Hill State School.

Our school at a glance

Parent, student and staff satisfaction with the school

The overall levels of parent, student and staff satisfaction from the annual School Opinion Surveys are high, especially among the parent body. It is very pleasing to see that parent and student ratings in "they are getting a good education at school", "this is a good school" and "they like being at this school" are all very high.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.7%
their child is making good progress at this school*	95.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	91.3%
teachers at this school motivate their child to learn*	95.7%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	95.7%
student behaviour is well managed at this school*	95.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	87.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	96.2%
they like being at their school*	91.7%
they feel safe at their school*	88.0%
their teachers motivate them to learn*	95.3%
their teachers expect them to do their best*	100.0%

their teachers provide them with useful feedback about their school work*	93.5%
teachers treat students fairly at their school*	82.1%
they can talk to their teachers about their concerns*	86.5%
their school takes students' opinions seriously*	84.8%
student behaviour is well managed at their school*	83.8%
their school looks for ways to improve*	92.3%
their school is well maintained*	88.8%
their school gives them opportunities to do interesting things*	88.8%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	72.3%
with the individual staff morale items	91.9%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to be actively involved in many facets of school life. Many parents assist with classroom activities, tuckshop, library support, homework, excursions and sporting teams.

The school community has high expectations of the school and forms a very supportive parent group. The school has a very active and accountable Parents' and Citizens' Association which provides significant funds and actively participates and supports projects throughout the school.

The school has developed a Transition Program for students starting Prep in the following year. This is a three day program that allows 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 child's schooling journey. During the Transition Program, parents are given a chance to mix with other new parents and are also provided with an overview of the Prep program.

The school also runs literacy support information days for parents to ensure that families are aware of the strategies being used in the classroom. This enables close alignment between the home and the school. 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 on a regular basis. Feedback on student progress is delivered regularly and end of semester written reports provide an extensive account of learning that can help identify areas for improvement or further support.

Reducing the school's environmental footprint

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

Due to the continued increase of student and staff numbers and the necessity to provide further resources to support these people, directly results in higher electricity usage throughout the school. Strategies are implemented to minimise this increase. Water usage is in decline due to the more effective use of water tanks which have been installed around the school. The school also supports an effective student based recycling program.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	189,584	1,270
2010-2011	193,552	1,446
2011-2012	213,411	1,127

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	21	0
Full-time equivalents	33.6	12.4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	32
Diploma	2
Certificate	1
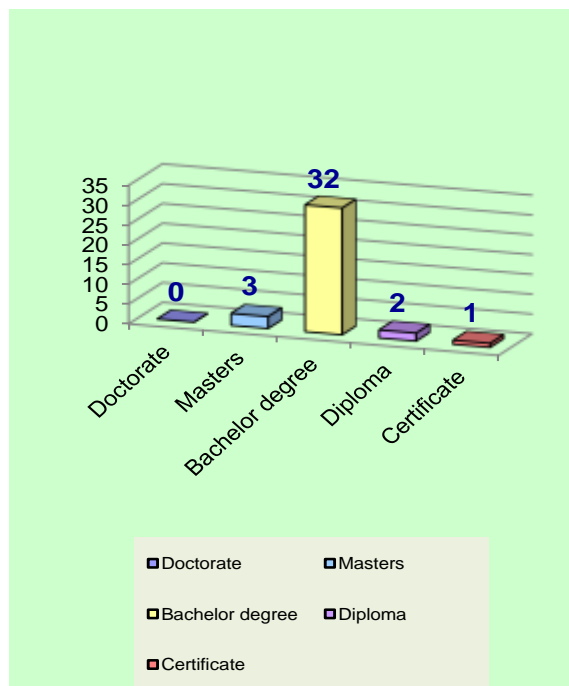
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $32187.

The major professional development initiatives are as follows:

Teaching of Reading P-7

Assessment for Learning P-7

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	95.6%	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.8% of staff was retained by the school for the entire 2012 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.**

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	96%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	95%	95%	95%	96%	96%	95%					
2011	96%	95%	96%	95%	96%	95%	96%					
2012	95%	96%	96%	96%	97%	95%	96%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
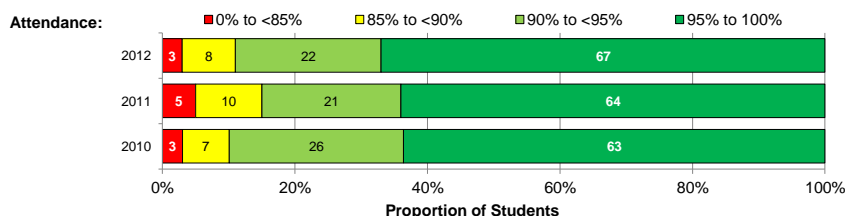
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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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

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/.

Queensland Government

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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Achievement – Closing the Gap

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