Chapel Hill State School

Queensland State School Reporting

2013 School Annual Report

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Principal's foreword

Introduction

The 2013 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 programmes available to our students during the 2013 school year. It also illustrates student achievements during this period with a focus on future development and improvements in the 2014 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.**

School progress towards its goals in 2013

Our 2013 key school priorities were:

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Use data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school

We successfully continued implementing the Australian Curriculum using the state developed C2C resources. Year Level Teaching Teams worked closely with our Head of Curriculum and School Leadership Team throughout the year to continue the implementation of English, Mathematics and Science with the introduction of History as a new curriculum area to the primary sector. Parent awareness was raised through newsletter updates and Curriculum Overviews posted on the school website.

During the 2013 school year we collaboratively developed and commenced implementing a formal School Pedagogical Framework that guides classroom teaching and learning practices across the school.

Our main Teaching and Learning priorities for 2013 were Reading and Writing. We continued our focus on the teaching of Reading from 2012 with further improvement displayed by our students. We also focused on Writing with a very carefully planned program of professional learning for all our teachers.

Further development of common assessment practices and the use of student data 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.

We formed a local school working party to determine clear guidelines for the final school year for our Year 6 and Year 7 students. We also held meetings with our local feeder high school to plan the transition programme for many of our students.

All of these priorities will to continue to be developed and implemented throughout the 2014 school year.

Future outlook

Our 2014 School Priorities are:

- Continue implementing the Australian Curriculum
- Implement our School Pedagogical Framework
- Use data to inform excellent teaching practices
- Develop a Numeracy Resource Centre
- Maintain high expectations for all staff and students
- Develop instructional leadership and workforce performance
- Develop productive partnerships with students, staff and parents
- Implement the transition of Year 7 to high school in 2015
- Implement the 2014 Year 6 and 7 final year primary plan

These priorities have been collaboratively developed to align and build on the great outcomes achieved over previous years as well as with a view to the future.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	565	267	298	96%
2012	609	281	328	98%
2013	653	325	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. Two of our students in 2013 were identified as Aboriginal or Torres Strait Islander with approximately 10% of students identified English as a second language.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	24	23
Year 4 – Year 7 Primary	24	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	6	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings:

German (Language Other Than English) – Years 4 to 7

Spanish and Chinese - Year 4

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 Support Programs – Prep to Year 7

Extra curricula activities

Extensive Instrumental Music Programme – 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, Swimming

Chess Club

Student Leadership Programme

National Competitions in English, Science, Mathematics and Computer Studies

Choirs (Year 2/3, 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 which has allowed the school to increase ICT learning programmes into classrooms throughout 2013.

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

The Year 7 students have a laptop programme 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 programmes.

Social climate

Chapel Hill State School has the motto of "Striving for Excellence" and this is further supported by a school wide positive behaviour programme 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, Prep Friends, 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 school 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 such as "Chill-Out" Club.

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

Parent, student and staff satisfaction with the school

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	97%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	94%
their child is making good progress at this school* (S2004)	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	83%
teachers at this school motivate their child to learn* (S2007)	96%	94%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%
this school works with them to support their child's learning* (S2010)	100%	97%
this school takes parents' opinions seriously* (S2011)	96%	100%
student behaviour is well managed at this school* (S2012)	95%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	87%	89%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	97%
they like being at their school* (S2036)	92%	96%
they feel safe at their school* (S2037)	88%	97%
their teachers motivate them to learn* (S2038)	95%	99%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%
teachers treat students fairly at their school* (S2041)	82%	82%
they can talk to their teachers about their concerns* (S2042)	87%	89%
their school takes students' opinions seriously* (S2043)	85%	79%

student behaviour is well managed at their school* (S2044)	84%	82%
their school looks for ways to improve* (S2045)	92%	98%
their school is well maintained* (S2046)	89%	90%
their school gives them opportunities to do interesting things* (S2047)	89%	88%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	98%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	98%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	88%
their school gives them opportunities to do interesting things (S2079)	90%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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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 provide significant funds and actively participate and support projects throughout the school.

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

The school also runs literacy support information days 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 programmes 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 (end of Term 1 and 3) and informal interviews are welcomed on a regular basis. Feedback on student progress is delivered regularly and the end of semester reports provide an extensive account of learning that can help identify areas of improvement as well as those that may require further support.

Reducing the school's environmental footprint

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 these increases. Unfortunately, water usage increased due to two major water line fractures which resulted in major water loss. The school also supports an effective student based recycling programme.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	193,552	1,446
2011-2012	213,411	1,127
2012-2013	218,915	1,649

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
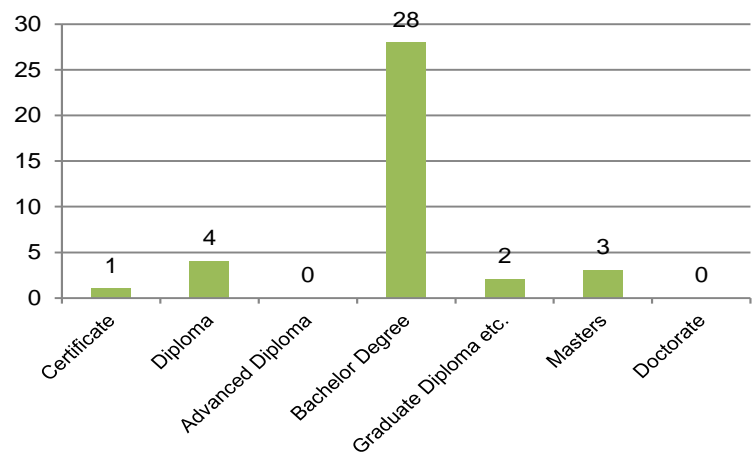
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	38	20	0
Full-time equivalents	35	12	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	4
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.	2
Masters	3
Doctorate	0
Total	**38**

* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $40 244.

The major professional development initiatives are as follows:

Teaching of Reading P-7

Teaching of Writing P-7

Formal Classroom Observation visits

Assessment for Learning P-7

Curriculum Planning in Year Level Teams

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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.
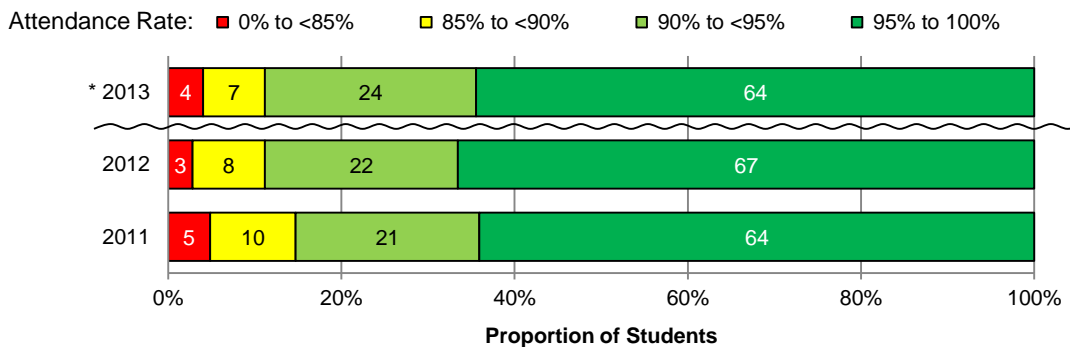
Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	96%	95%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011	96%	95%	96%	95%	96%	95%	96%					
2012	95%	96%	96%	96%	97%	95%	96%					
2013	95%	95%	95%	96%	95%	96%	96%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	4	7	24	64
2012	3	8	22	67
2011	5	10	21	64

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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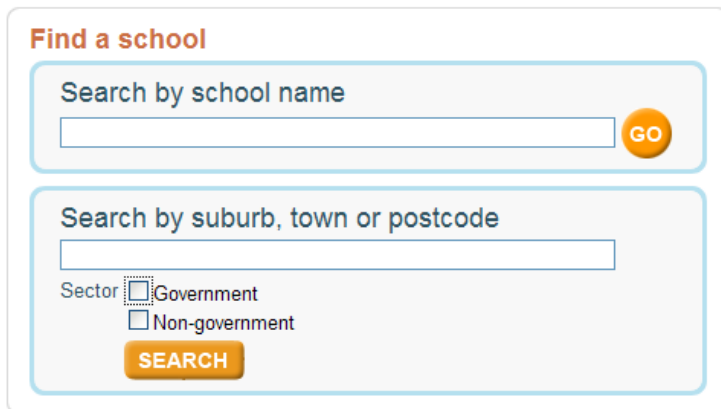## Description of how non-attendance is managed by the school

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 system policies by ensuring teachers complete electronic roll marking daily with school office personnel checking all rolls regularly. Any extended or unexplained absences (3 days) result in a call to parents/carers from the teacher or the school 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/.

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.**

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The school is very supportive of the Closing the Gap initiative of improving indigenous education. Although our school has a very small indigenous student population we access regional educational programmes and develop local support programmes when required to maximise student outcomes.