

Chapel Hill State School

Queensland State School Reporting

2015 School Annual Report



STRIVING FOR EXCELLENCE

Postal address	PO Box 533 Kenmore 4069
Phone	(07) 3871 4888
Fax	(07) 3871 4800
Email	principal@chapelhillss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr Stewart Jones - Principal

Principal's foreword

Introduction

2015 was another successful and rewarding year for Chapel Hill State School students, parents and staff. The community belief in the school continues to grow as evident by the increasing enrolments that has resulted in the school being forced to enact an official enrolment management plan in order to control the overall number of students at the school. The school is approaching its maximum capacity and this has resulted in a growing out-of-catchment waiting list. While this list is problematic, it is also a strong endorsement of the great work that is happening in and beyond our classrooms.

The school community feedback in 2015 has resulted in the creation of a powerful community statement that is referred to as the Strategic Core Purpose. This statement aligns with the school's long term core values of Respect to Self, Others and Environment and it represents a reference point for all of the school's future planning. CHSS Strategic Core Purpose is:

To develop successful learners who are confident and creative individuals who can interact with respect as informed global citizens.

The above statement has been the platform for the strategic direction and it has helped to frame the curriculum planning, classroom delivery and pedagogical expectations. These actions are already making significant impact on the delivery of quality outcomes for students. It is recognised that this community engagement and community planning is operating in an ongoing feedback - action loop that will deliver a real connection between community expectations and school strategic outcomes.

School progress towards its goals in 2015

The School's 2015 Strategic Priorities were:

- Engage in a program of professional teacher feedback to bring about improved pedagogical practises.

Formal teacher feedback on general classroom operations has occurred for all teaching staff and the school has compiled individual and whole-of-school data that has been used to identify key areas of strength as well as areas for further improvement.

- Use student data to inform targeted and differentiated teaching.

Formal teacher data conversations were introduced to allow teachers and the Administration team to have an ongoing understanding of student progress within each class. These conversations allowed for the consideration of how resource allocation were applied and to also consider adjustments to teaching strategies in order to target individual student needs.

- Introduce and implement consistent reading and writing programs across the school.

During the 2015 school year the school developed and commenced implementing a formal whole school approach to writing. The Master Teacher role was created to support the teacher professional learning and model effective teaching and learning using the Reading-to-Learn methodology. The process resulted in improved data that has justified the changes in pedagogical practises. Through significant support in time and funding, the school has seen early indications of positive outcomes in the quality of student reading and writing.

- Develop productive partnerships between the school and its community

The school introduced a broad community survey to gather data to undertake a Community Forum that generated school-wide directions and identified opportunities/solutions for consideration. The process was so successful that it has been agreed to make it an annual event.

Future outlook

The school's own student data matched with community feedback from 2015 has generated a focus for 2016 in the following areas:

- **QUALITY TEACHING: Explicit Instruction Student Writing**

The school continues to consolidate the new writing programs of the *Reading to Learn* for Year's 3 to 6 and the *6+1 Writing* program for Prep to Year 2. It is expected that all teachers will finish the training in their respective areas and that teacher differentiated professional development support will be in place in order to cater for the differing levels of teacher's professional needs.

- **QUALITY TEACHING: Explicit Instruction Student Reading**

The school's reading data is routinely strong at Chapel Hill State School and this is supported by the NAPLAN data and the 'A' to 'E' data. Strong reading comprehension strategies are in place and supported by teachers and teacher aides.

- **QUALITY TEACHING: Curriculum Planning and Assessment**

The school has developed its own data tracking of student's A to E assessments and has used this merged data to support teachers as they determine the allocation of end of semester grades.

- **SUCCESSFUL LEARNERS:** Student personal development

Data conversations with teachers and conversations between Administration team and students have provided rich teacher feedback. This feedback is helping to shape positive practices that is supporting our students to become active participants in their own learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	653	325	328	3	98%
2014	705	354	351	3	97%
2015	680	329	351	5	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 working in highly professional industries. Chapel Hill State School parents clearly understand and value the importance of their children receiving an excellent education that goes beyond the core curriculum areas. These values are instilled and supported by our teachers as they work hard to deliver not only a quality classroom curriculum but also support extra-curricular experiences that enhance and extend their educational opportunities.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	25	23
Year 4 – Year 7 Primary	25	25	27

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The school has designed the curriculum from ACARA (Australian Curriculum and Reporting Authority) and used the Queensland Government's *Curriculum Into the Classroom* to develop curriculum plans for each year level and for each semester. These curriculum plans are on the school website and parents are encouraged to familiarize themselves with the content and assessment.

Curriculum is delivered through a *gradual release of responsibility* that ensures students are exposed to new learning via a model of "I do" followed by "we do" then "you do". This process is supported by the each teacher explicitly stating both the learning intentions and the expected criteria for successful learning. Students are familiar with this approach and can use the success criteria to provide a level of self-reflection that supports individual goal setting and targeted learning.

Extra curricula activities

The school offers a very broad suite of extra curricula activities including:

Extensive Instrumental Music Program: Strings (Year 3 to 6) Band (Years 4 to 6)

Choirs (Years 2 and 3 + Junior and Senior Choirs)

Camping Programs (Years 5 and 6)

Sporting Programs – Interschool Sport, Cross Country Running, Athletics and Swimming

Chess Club

Gym Club

Debating (Years 5 and 6)

Optiminds (higher order thinking team event)

National Academic Competitions: English, Science, Mathematics, Computer Studies

Wakakiri (theme based story telling dance – national competition)

How Information and Communication Technologies (ICT) are used to improve learning

The school continues to assign significant portion of the annual budget to support the IT resources that with a particular emphasis on IT student learning. During 2015 the school received a significant upgrade in bandwidth that allowed an uninterrupted and faster service to our classrooms. This upgrade has seen staff access whole of class online learning opportunities that were not previously possible.

All students are enrolled in online learning support including Mathletics and this allows teachers to provide individual support programs that include extension opportunities.

All classrooms provide student access to online learning and the Computer Lab in the Resource Centre ensures that whole classes can engage in same-time digital learning. The Year 5 and 6 students have school funded laptops that allows them to be able to work on individual digital learning and research.

The school is continuing to investigate areas of digital learning to ensure the students are prepared and ready to interact in a global community.

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 for Self, Others and 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 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.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	97%	95%
this is a good school (S2035)	100%	98%	94%
their child likes being at this school (S2001)	97%	96%	96%
their child feels safe at this school (S2002)	100%	97%	94%
their child's learning needs are being met at this school (S2003)	94%	91%	92%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	94%	96%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	89%	89%
teachers at this school motivate their child to learn (S2007)	94%	90%	93%
teachers at this school treat students fairly (S2008)	100%	93%	93%
they can talk to their child's teachers about their concerns (S2009)	92%	94%	98%
this school works with them to support their child's learning (S2010)	97%	89%	88%
this school takes parents' opinions seriously (S2011)	100%	96%	85%
student behaviour is well managed at this school (S2012)	100%	94%	86%
this school looks for ways to improve (S2013)	100%	97%	92%
this school is well maintained (S2014)	89%	84%	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	95%
they like being at their school (S2036)	96%	94%	92%
they feel safe at their school (S2037)	97%	97%	97%
their teachers motivate them to learn (S2038)	99%	95%	99%
their teachers expect them to do their best (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	94%	96%	95%
teachers treat students fairly at their school (S2041)	82%	88%	88%
they can talk to their teachers about their concerns (S2042)	89%	87%	93%
their school takes students' opinions seriously (S2043)	79%	92%	91%
student behaviour is well managed at their school (S2044)	82%	93%	88%
their school looks for ways to improve (S2045)	98%	98%	98%
their school is well maintained (S2046)	90%	93%	94%
their school gives them opportunities to do interesting things (S2047)	88%	96%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	93%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	98%	97%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	83%	77%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	98%	97%	93%
staff are well supported at their school (S2075)	96%	95%	87%
their school takes staff opinions seriously (S2076)	96%	92%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	88%	79%	77%
their school gives them opportunities to do interesting things (S2079)	90%	97%	80%

[#] '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 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 Program for students starting Prep in the following year. This is a four 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 purpose is to create a sense of joy and excitement around the start of the child's schooling journey. During these transition days, parents are given a chance to mix with other new parents and are also provided with an overview of the Prep operations and expectations.

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 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 (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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	218,915	1,649
2013-2014	217,034	1,593
2014-2015	234,049	990

*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.

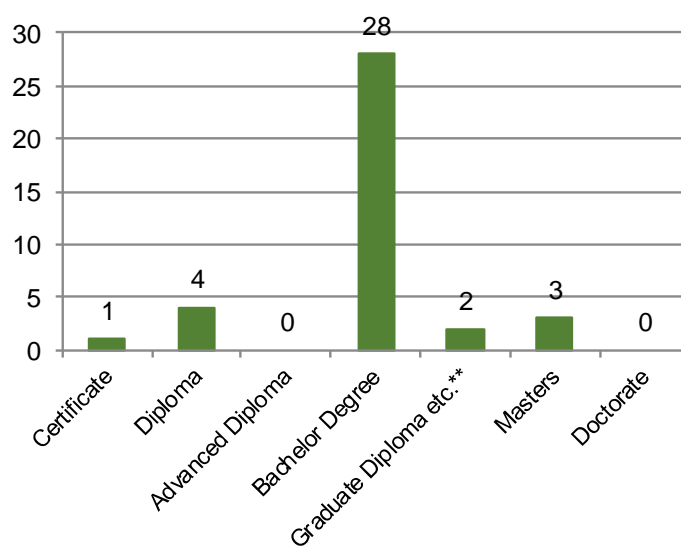
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	25	0
Full-time equivalents	40	16	0

Qualification 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 Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$40000

The major professional development initiatives are as follows:

- Reading to Learn P.D. Program
- Reading CAFE PD
- Education Leaders PD
- Explicit Direct Instruction P.D.
- Teacher Feedback Action Learning Cycle
- Behaviour Profiling and Essential Skills of Classroom Management.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 94% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	95%	93%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

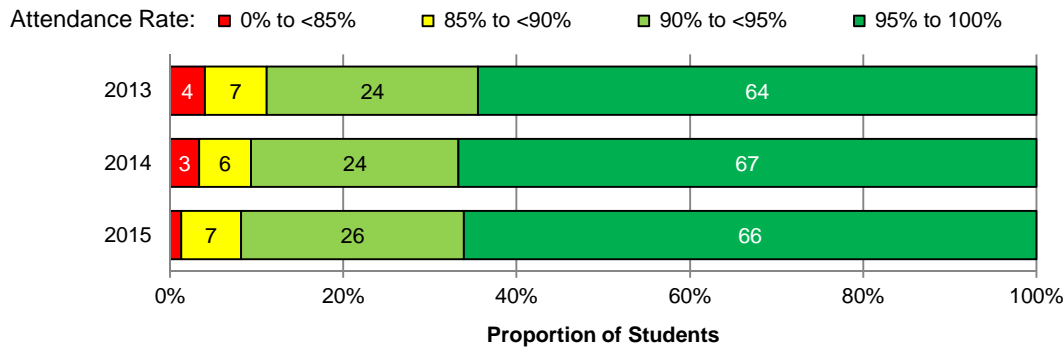
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	95%	95%	95%	95%	96%	95%	96%	96%
2014	94%	95%	95%	95%	97%	97%	96%	97%
2015	96%	95%	97%	95%	95%	96%	97%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

Chapel Hill State School complies with system policies by ensuring teachers complete electronic roll marking twice daily with school office personnel checking all rolls regularly. Any extended or unexplained absences result in parents/carers contact 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**.

Find a school

Sector:

Government

Non-government

Where it says '**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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.