Chapel Hill State School

STRIVING FOR EXCELLENCE

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland
Government

Contact Information

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

School Overview

Chapel Hill State School is located in the western suburbs of Brisbane. Chapel Hill School is surrounded by over 7 hectares of natural landscaped gardens. The learning environments are flexible and practical in their designs. Whole school approach is built around consistent approach to teaching that allow for the delivery of effecitve differentiation for individual students in the classroom. Relations with the community are excellent as seen through the strong and active parents and carers that support the school in a variety of formal and informal programs.

The students access qualtiy teachign from their classroom teachers and from specialist staff in areas that include: music, heatlh and physical education, special education, learning support, Teacher/Librarian, LOTE (German), Extension Science & Mathematics, Guidance Officer and EAL/D (English as Additional Language/Dialect). The school is also fortunate to have a powerful support team made up of highly skilled teacher aides that assist in the delivery of tailored learning support. The school also values its very supportive volunteers who continually support the school.

Feeback 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 site has recently been required to operate a strict enrolment management plan in order to cope with the enrolment pressures.

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* and this is reflected in all of our programs and policies. Our mantra of respect self, other and the environment, reinforces support for positive choices that align with our community values.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

Our school priorities for 2016 are in two parts:

<u>Part A. Focus Beyond the Classroom Curriculum</u>

- Student Social Emotional Development:
- Enhance student extra-curricular opportunities
- Promote additional student access to leadership and citizenship
- Engage students in self-regulated learning

<u>Part B. 2016 Focus Within the Classroom Curriculum</u>

- Support teachers to ensure quality and consistency with regard to curriculum planning programs and valid and reliable assessment program.
- Support teachers and teacher aides to ensure consistent use of quality explicit instructions and programs that target student literacy.

Future Outlook

Our agreed priority areas are outlined in the Annual Implementation Plan for 2017 and include:

1. Further develop whole school approach to explicit literacy teaching strategies through coaching and mentoring.
2. Engage the school community in Positive Behaviour Learning (PBL) through a cycle of inquiry
3. Improve Parent/Community Engagement via the establishment of School Council
4. Further develop the diversity of extension programs through the implementation of the Atheltic Development Excellence Program (ADEP)
5. Improve student and staff wellbeing through targeted support programs

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	705	354	351	3	97%
2015*	680	329	351	5	97%
2016	695	345	350	5	96%

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 2016, 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

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

The school's academic performances are well above state and national averages. Students are quick to seek challenges within 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 that have lived in many places around the world due to the transient nature of professional 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	2014	2015*	2016
Prep – Year 3	25	24	23
Year 4 – Year 7	25	27	25

*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.

Queensland
Government

Curriculum Delivery

Our Approach to Curriculum Delivery
The school is aligned its curriculum to the Australian

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)
- Computer Coding Club – Young Engineers

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 2016 the school received a significant grant to assist in delivering computer coding for students and teachers.

All students are enrolled in online learning support in mathematics and reading. These programs allow 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 while Prep to Year 2 have iPads. These in class resources allow students to engage in digital learning and research.

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

Social Climate

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

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

Queensland
Government

school operates a Class Parent Rep (CPR) program to further 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 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.

Parent, Student and Staff Satisfaction:

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	95%	93%
this is a good school (S2035)	98%	94%	94%
their child likes being at this school* (S2001)	96%	96%	93%
their child feels safe at this school* (S2002)	97%	94%	93%
their child's learning needs are being met at this school* (S2003)	91%	92%	86%
their child is making good progress at this school* (S2004)	96%	90%	87%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	82%
teachers at this school motivate their child to learn* (S2007)	90%	93%	84%
teachers at this school treat students fairly* (S2008)	93%	93%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	98%	88%
this school works with them to support their child's learning* (S2010)	89%	88%	88%
this school takes parents' opinions seriously* (S2011)	96%	85%	84%
student behaviour is well managed at this school* (S2012)	94%	86%	86%
this school looks for ways to improve* (S2013)	97%	92%	90%
this school is well maintained* (S2014)	84%	83%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	95%	99%
they like being at their school* (S2036)	94%	92%	98%
they feel safe at their school* (S2037)	97%	97%	98%
their teachers motivate them to learn* (S2038)	95%	99%	95%
their teachers expect them to do their best* (S2039)	100%	99%	95%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	90%
teachers treat students fairly at their school* (S2041)	88%	88%	90%
they can talk to their teachers about their concerns* (S2042)	87%	93%	84%
their school takes students' opinions seriously* (S2043)	92%	91%	93%
student behaviour is well managed at their school* (S2044)	93%	88%	91%

Queensland Government

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school looks for ways to improve* (S2045)	98%	98%	98%
their school is well maintained* (S2046)	93%	94%	96%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	93%	98%
they feel that their school is a safe place in which to work (S2070)	97%	100%	96%
they receive useful feedback about their work at their school (S2071)	97%	83%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	77%	91%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	93%	96%
student behaviour is well managed at their school (S2074)	97%	93%	91%
staff are well supported at their school (S2075)	95%	87%	91%
their school takes staff opinions seriously (S2076)	92%	93%	93%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	79%	77%	82%
their school gives them opportunities to do interesting things (S2079)	97%	80%	87%

* 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 facets of school life. Many parents assist with classroom activities, tuckshop, library support, homework, excursions and sporting teams.
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 by-request 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.

Respectful relationships programs

Queensland Government

Linked to our Chapel Hill State School core values, the school delivers programs that focus on appropriate, respectful and positive relationships. Delivery of respectful relationships are reinforced in general conversations, routinely presentations in the weekly assembly, class social-skills lessons and school signage.

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	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	0	2	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.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	217,034	1,593
2014-2015	234,049	990
2015-2016	256,506	272

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

School name   **GO**

Suburb, town or postcode

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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	48	25	0
Full-time Equivalents	42	17	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	37
Diploma	1
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland
Government

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $ 45 000

The major professional development initiatives are as follows:

- Aspiring Leaders
- Leadership 360 feedback
- Explicit Teaching of Reading and Writing
- Teacher Strategies to Cater for Students with Special Needs
- Peer Teacher Sharing
- Master Teacher Mentoring
- Early Learning Developmentally Appropriate Pedagogy
- Essential Skills of Classroom Management

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 89% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	93%	95%

*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 2016 for all Queensland Primary schools was 93%.
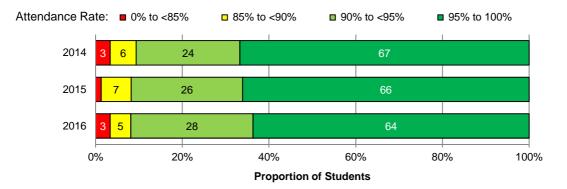
Queensland
Government

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
2014	94%	95%	95%	95%	97%	97%	96%	97%					
2015	96%	95%	97%	95%	95%	96%	97%						
2016	95%	95%	95%	97%	95%	96%	95%						

*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 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. The school has adopted an automated text messaging system to effectively and efficiently provide parents and carers of any unexpected student absence.

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.**

Find a school

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 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.

Queensland
Government