Chatswood Hills State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Chatswood Hills State School is proud of its partnerships with parents and the wider community. We are equally proud of the reputation we have for excellence in the academic, sporting and arts fields, along with our highly awarded environmental endeavours. Our high quality, educational programs equip students with the knowledge, skills and attributes necessary for the future, and enable them to participate in, and contribute to, the greater society. Success at school reflects our motto *Always Our Best* and empowers our students and sets a foundation from which they can strive for future goals.

Our school aims to provide a seamless education journey from Prep through to Year 6, valuing the differences and needs of students at different stages of development, and building on these individual needs to enhance the teaching and learning process.

This Annual Report is intended to provided parents and the wider community with an insight into the achievements of Chatswood Hills State School during the 2014 academic year.

On behalf of the school staff I would like to say we are very proud of the achievements of Chatswood Hills State School, our students and parent/community perspectives as outlined in this report. We plan to maintain our commitment towards continual improvement and look forward to even greater success in 2015.

David Teale
Principal

School progress towards its goals in 2014

In 2014 Chatswood Hills State School continued a school based initiative of a Head of Curriculum position through the workplace reform process.

As part of the Australian Curriculum and with the support of the HOC, classroom teachers successfully planned and implemented English, Mathematics, Science, History and Geography.

Our staff PD revolved around continued to follow our national curriculum implementation plan. Additionally, our school continued our Developing Performance Framework for all staff and individual strengths and areas for development were used to drive our PD agenda. As part of this process we also implemented a collegial visit program where teachers could observe colleagues at work in different classrooms, teaching different subjects. Reflecting on our core business of improving outcomes for all students, our results from the national testing program (NAPLAN) continue to show progress increases across the board in all tested domains for all year levels.

Chatswood Hills has strategically chosen to focus on improving outcomes for all students in all learning areas.

Our ICT plan met our 2014 goals and provided new hardware to support the national curriculum. Throughout 2014 we completed the second phase of our interactive whiteboard roll out replacing data projectors. By the end of 2014 interactive whiteboards were accessible to all teachers. The continued release of two teachers for one day a week each to support teachers and classes with ICT lessons was again undertaken in 2014 and supported by the vast majority of teaching staff.

Chatswood Hills continued our chaplain position in 2014 to assist with the pastoral care of our students. Throughout this year the role of our chaplain has become more clearly defined and embedded within and across the school community. Our chaplain successfully arranged an engaging program for our students including a 'looming' day to celebrate Chaplaincy week.

The P&C had another positive year helping with donations towards supporting our school community; they shifted their focus to improving outdoor shade and learning areas within our school. Their support and contribution towards the completion of our fabulous Koala Walkway was greatly appreciated.

Chatswood Hills has experienced steady growth during 2014, particularly in our junior school. This growth trend is expected to continue for the next two years. The strong enrolment numbers particularly from out of catchment area has resulted in an enrolment management plan being put in place by the end of the 2014 school year.

Future outlook

2015 will continue to be a challenge for Qld schools as we continue to implement the National Curriculum. We will continue to position our school to embrace the curriculum change and through the HOC, prepare the teaching staff to embed the curriculum areas. To assist in the moderation process and consistent assessment our school will undertake cluster moderation during the year.

Our school will be given a reading coach position for 2015, which will be linked to our school's improvement agenda. We will also undertake the process of making the HOC position permanent.

Our key goals for improvement in 2015 are based on an analysis of the latest 2014 data. Our school has identified two curriculum areas of focus: reading and numeracy. Each of these areas will be a key goal for us in 2015 in conjunction with continuing our improvement across the board in all areas of NAPLAN testing.

The chaplain position will continue to evolve and be supported as part of a pastoral care program. The chaplain introduced a 'kids club' for years 1-6 and this will continue in 2015.

We will continue to plan for the increasing growth of our school over the next two years. We anticipate that we will approach 660 students in 2016.

In consultation with parents, and joint forums with the high school, we will explore the issues of pre and post primary school transition, school captains, graduation, commemorative (year 6) shirts in the context of our school and what plan best fits us.

The school will continue to build on the existing positive relationship with the school community and P&C. 2015 will see an emphasis on maintenance and renewal around the school specifically replacing our decaying shade cloths outside of classrooms with all-weather permanent structures. This plan will be implemented in partnership with the school, P&C and a funding submission to help share the costs.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	644	316	328	94%
2013	663	323	340	95%
2014	669	335	334	96%

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

Characteristics of the student body:

Our school has continued to experience consistent growth in student numbers across Prep-Year Six.
Due to the introduction of an enrolment management plan, in the future, the majority of our students will come from the immediate area surrounding the school (Springwood), which is seen as 'middle class'. Our current student population also includes students from areas such as central and west Logan with a much more diverse socio-economic background and family structure.
Approximately 4% of our student population identify as Indigenous.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	20	20	20
Year 4 – Year 7 Primary	24	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	39	37	41
Long Suspensions - 6 to 20 days	0	2	1
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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Curriculum offerings

Our distinctive curriculum offerings

1. A differentiated learning philosophy is a key feature of Chatswood Hills State School teaching and learning.

2. Gifted Education Program

3. Days of Excellence within our school cluster

4. School Days of Celebration – Science Expo, Under 8's Day, Grandparents Day, Book Week

Extra curricula activities

Student Leaders – School Captains, Sport's Leaders and Library monitors – elected by peers and staff - year 6

Student Council years 4 to 6 – elected by peers

Interschool sport – years 5 and 6

Environmental Rangers – one per class elected by peers, years 1 – 6. These students are tasked with helping to look after school grounds.

Recycling program – paper and food scraps – all classes

Sport – interschool sport, athletics, swimming lessons and carnival, SHOUT cheerleading, QLD volleyball cup, year 3/4 cluster sport

Rochedale High Challenge Day

Mabel Park State High School Brain Day Challenge

Springwood State High School – Storm Cup – interschool primary curriculum challenge day.

Music – Instrumental music, band, string ensemble, choir, music camp

Book Week

Reader's Cup

Premier's Reading Challenge

How Information and Communication Technologies are used to assist learning

Chatswood Hills State School recognises the importance of ICTs (Information Communication Technologies) within a modern school curriculum. ICTs are embedded in all curriculum areas in all year levels with explicit ICT skills offered to all students from Prep to 6.

Two specialist ICT teachers are employed one day a week each to work with classes and teachers to help develop ICT skills. This is a school-funded initiative supported by our teaching staff.

Throughout 2014 our school continued to support teachers' use of computers to enhance the learning environment. Currently there are computers (3 to 4) in each classroom and we also have two dedicated computer labs with class sets of computers. A bank of computers is housed in the Library for use during class and lunch times. All computers throughout the school are connected to the internet. Our computer to student ratio (of modern/new computers) has risen from approx. 1:9 in 2008 to approx. 1:5 in 2014. Our ICT funds are used to continue to lower this computer/student ratio while catering for a growing school and upgrading existing computers to ensure that they remain modern. We also employ a computer technician one day a week to service our computer network.

All teachers are equipped with laptops to assist in planning, preparing, delivering and assessing class programs. These laptops are all upgraded every three years. Each double classroom throughout the school is also fitted with an Interactive White Board to complement the data projection systems.

Social Climate

Chatswood Hills State School has a wonderful physical natural environment and a positive tone. It is a school where children are happy and keen to learn. Staff are supportive and have an excellent working partnership with parents and the greater community.

The behaviour of the students at Chatswood Hills State School is excellent and something upon which we pride ourselves. The school has set a high standard of behaviour and expectation for all students and makes no apologies for this. The whole school responsible behaviour plan for students recognises and celebrates positive behaviour whilst also providing consistent and fair consequences. Bullying is a key aspect of our Behaviour Plan and any actions, which are dangerous, threatening or upsetting to others, are dealt with quickly and appropriately. CHSS also dedicates time to empowering students and building resilience in students as the front line of coping with and preventing bullying and other anti-social behaviours. We have a low tolerance for violence, swearing and blatant refusal to follow a direction – while many factors may explain these behaviours, they do not excuse it in the school setting.

Across the board students have shown an increase in their satisfaction with the school social climate as demonstrated by the percentage of children who answered Very Satisfied or Satisfied in the School Opinion Survey.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	89%	98%
this is a good school (S2035)	96%	95%	97%
their child likes being at this school* (S2001)	100%	95%	97%
their child feels safe at this school* (S2002)	92%	100%	98%
their child's learning needs are being met at this school* (S2003)	92%	89%	97%
their child is making good progress at this school* (S2004)	91%	89%	93%
teachers at this school expect their child to do his or her best* (S2005)	92%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	95%	96%
teachers at this school motivate their child to learn* (S2007)	88%	95%	95%
teachers at this school treat students fairly* (S2008)	87%	90%	95%
they can talk to their child's teachers about their concerns* (S2009)	92%	95%	93%
this school works with them to support their child's learning* (S2010)	91%	90%	93%
this school takes parents' opinions seriously* (S2011)	96%	95%	91%
student behaviour is well managed at this school* (S2012)	92%	80%	93%
this school looks for ways to improve* (S2013)	96%	90%	96%
this school is well maintained* (S2014)	96%	90%	97%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	95%	100%
they like being at their school* (S2036)	96%	99%	96%
they feel safe at their school* (S2037)	97%	89%	95%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers motivate them to learn* (S2038)	100%	97%	98%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	98%
teachers treat students fairly at their school* (S2041)	97%	92%	95%
they can talk to their teachers about their concerns* (S2042)	90%	87%	94%
their school takes students' opinions seriously* (S2043)	93%	92%	94%
student behaviour is well managed at their school* (S2044)	93%	89%	84%
their school looks for ways to improve* (S2045)	98%	100%	99%
their school is well maintained* (S2046)	95%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	95%
they feel that their school is a safe place in which to work (S2070)		94%	100%
they receive useful feedback about their work at their school (S2071)		94%	91%
students are encouraged to do their best at their school (S2072)		94%	100%
students are treated fairly at their school (S2073)		94%	100%
student behaviour is well managed at their school (S2074)		94%	100%
staff are well supported at their school (S2075)		94%	95%
their school takes staff opinions seriously (S2076)		94%	100%
their school looks for ways to improve (S2077)		94%	100%
their school is well maintained (S2078)		94%	95%
their school gives them opportunities to do interesting things (S2079)		88%	91%

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

'Agree' represents the 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.

Involving parents in their child's education

Parents are welcome to participate in their child's education at all levels. The support required in each classroom varies and parents should approach classroom teachers to see what level of support a specific teacher requires.

The early years (Prep to Year 3) usually attract the most helpers who assist in small group activities and the organisation of home readers. We have a dedicated and growing band of parents who regularly assist in these classrooms and their support is greatly appreciated.

Our very active and supportive Parents and Citizens' Association meets once a month at school and is open to all to join.

Parents can also become involved in their child's school through the following opportunities:

• Tuckshop Volunteer

• Sport's days and interschool sport

• Excursions (if required by teacher)

• Mother's, Father's and Grandparent's Day

• Under 8's day

• Music evening

• Fundraising

• Community Carols Night

All parents are able to discuss their child's progress at any time with a teacher providing adequate notice is given.

Formal parent interviews occur at the end of Terms 1 and 3, and written report cards are sent home at the end of Terms 2 and 4. Information nights are offered at the beginning of each year.

Newsletters are distributed fortnightly and our website is frequently updated with the latest information.

Parent courses and other curriculum or information sessions are often offered each year and open to all parents in our community.

Reducing the school's environmental footprint

Chatswood Hills State School is proud of its environmental awareness and programs which have received local, state and national recognition. Many of our programs designed to reduce our environmental footprint have been in existence for a number of years and are not just a 'recent trend'.

We have continually reduced our water consumption each year since 2010, primarily due to the installation of water tanks and use of grey water for gardens and toilets, and the extreme wet seasons we experienced in South East Qld over the past two summers.

The increase in electricity use and total charge from 2010 - 2014 is not a reflection of ineffective school programs, but rather an increase in cost of living/inflation, the installation of air conditioning in our computer labs and administration blocks, increased technology use in classrooms and an increase in school size – approximately a class year since 2010. As a school we were aware of this increase and looked to introduce measures to lower our electricity consumption. Our success is reflected in reduction in kWh use in 2011 – 2012 back to almost the level of 2009 – 2010, even with the increased school size and technology use.

Programs to help reduce the school's environmental footprint include:

Water tanks for rainwater which are used for toilet flushing and ground watering

Solar panels on building roof linked into our power system

Paper recycling program – weekly

Composting to cut down on collected refuse

Turning off fans/lights etc when not in use

Automated shut off times for air-conditioners in the relevant blocks.

Environmental footprint indicators

Years	Electricity kWh	Water kL
2011-2012	107,002	2,435
2012-2013	147,084	1,902
2013-2014	148,830	20,267

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	25	<5
Full-time equivalents	38	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	5
Masters	4
Doctorate	0
Total	**50**
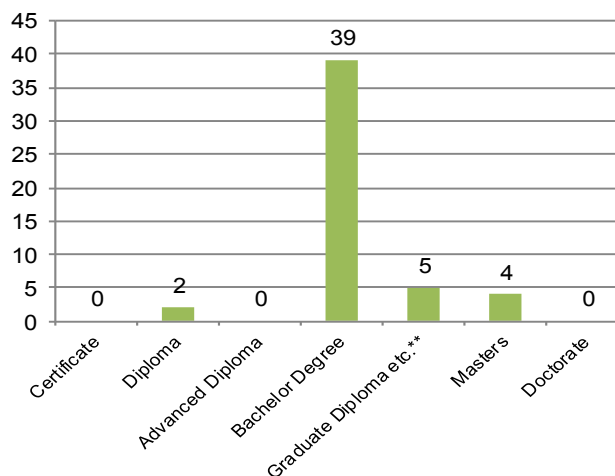
*Teaching staff includes School Leaders

**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 2014 were $22 413.00.

The major professional development initiatives are as follows:

Differentiated learning

Reading

Numeracy – Problem Solving

National Curriculum and its continued implementation

Moderation and new assessment standards

Professional Learning Communities

Systemic Requirements ie – WHS, Child Protection, Code of Conduct etc

Interactive White Boards

Meeting the QCT annual PD requirements

ICTs

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 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 webpage.

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

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Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%

The overall attendance rate in 2014 for all Queensland 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
2012	93%	91%	94%	93%	93%	92%	92%					
2013	93%	93%	92%	92%	93%	93%	93%					
2014	93%	94%	94%	93%	93%	94%	93%					

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%

2014: 11 | 10 | 25 | 54
* 2013: 12 | 12 | 25 | 51
2012: 11 | 13 | 32 | 44

Proportion of Students
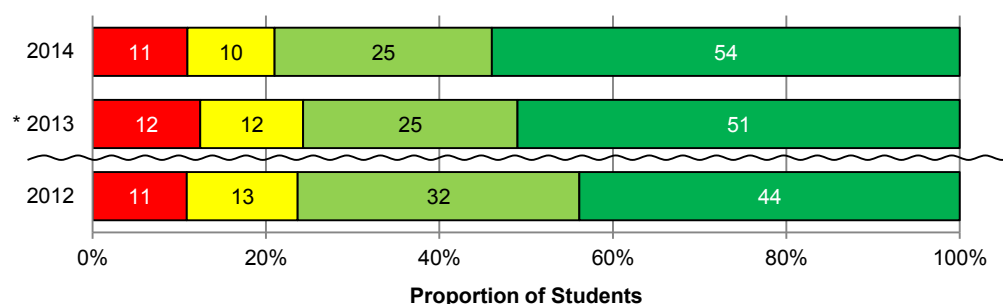
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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.

After a period of three days unexplained absence the school makes contact with the family. Attendance is then monitored by class teacher and Admin and any future absences followed up. If a child continues to be absent from school we try to work with the family and support agencies to ensure the child returns. In these cases the required notification to authorities is made and the formal department procedures are also enacted.

Each term students who have had perfect attendance are recognised with a certificate of acknowledgement. The importance of regular attendance is highlighted in our newsletter throughout the year.

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.**

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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

Chatswood Hills State School uses different intervention programs to support our indigenous population including: one on one time, small groups and classroom support.

Our Indigenous population numbers 26 out of approx. 645 students.

In 2014 we had just 8 indigenous students taking part in Naplan testing and we are working hard as a school to limit any performance gap on this testing.

Students at Chatswood Hills State School have an average attendance rate of 92.4%. Our Indigenous students' attendance rate during 2014 was below the school average rate at 89.4%.