Chatswood Hills State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Chatswood State School is a co-educational school of approximately 630 students located on the southern outskirts of Brisbane near Springwood. Our core business of maximising student learning and performance is achieved through high standards and expectations in all aspects of school life. Our school motto 'Always Our Best' exemplifies this. We have a particular focus of improving academic outcomes for all students and use our data sets to set annual improvement targets. Additionally we are proud that our school has won numerous local, state and national environmental awards and our students are taught the importance of preserving tomorrow through our actions today. Chatswood Hills State School is a registered Land for Wildlife site and is part of the South East Queensland Koala Corridor receiving regular visits throughout the year from these marsupials. Along with our environmental focus we also offer a range of sporting activities and music programs. We individualise learning through support for students not yet achieving to their potential as well as offering extension for our gifted and talented students. Differentiation of teaching and learning is central to our success. Chatswood Hills State School has strong family and community support from our parent base creating a lovely family and community feel within our school.

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 provide parents and the wider community with an insight into the achievements of Chatswood Hills State School during the 2018 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 2019.

David Teale
Principal

School progress towards its goals in 2018

In 2018 Chatswood Hills State School created a school based Head of Curriculum position through negotiation with our Local Consultative Committee and completing a workplace reform. This was decided to enhance Australian Curriculum knowledge through connected curriculum alignment.

As part of the Australian Curriculum and with the support of the coaches and senior leadership team, classroom teachers successfully planned and implemented all expected ACARA areas and expectations.

Our staff PD continued to provide teacher support to follow our national curriculum implementation plan. Additionally, our school continued our Annual Performance Review 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 continued to strengthen a collegial visit program where teachers could observe colleagues at work in different classrooms, teaching different subjects. This program is called CHIP (Chatswood Hills Interchange Program).

Reflecting on our core business of improving outcomes for all students, our results from the national testing program (NAPLAN) were once again something to be very proud of.

Chatswood Hills has strategically chosen to focus on improving outcomes in Reading as this underpins all other learning. Extending and enhancing our Maths curriculum was another key improvement item this year.

This year we also had a Head of Special Education Service (HOSES) permanently appointed to our school.

Our ICT plan met our 2018 goals and provided new hardware to support the national curriculum. This year we fully rolled out our BYO iPad program with every student in the school having their own device to enhance their learning. We created a Technology Coach position this year and also continued release of a teacher for one day a week to support teachers and classes with ICT skills. A teacher aide was also designated to trouble shoot any BYO iPad issues.

Chatswood Hills continued our chaplain position in 2018 to assist with the pastoral care of our students.

Throughout this year the role of our chaplain has become even more clearly defined and embedded within and across the school community. Our chaplain successfully arranged engaging programs for our students including Kids Hope and Kids Club.

The P&C had another positive year helping with donations towards supporting our school community. They continued their shift in focus from improving outdoor shade and learning areas within our school, to providing support for educational programs such as Mathletics. Various successful fundraising events were held to support continued improvements in our school with a view to air conditioning all classrooms.

This year we introduced an Early Years Transition Coordinator to assist in maintaining enrolment numbers in our school. The strong enrolment queries particularly from out of catchment areas has resulted in our enrolment management plan having to be frequently enacted.

Future outlook

2019 will continue to see us implement a sharp and narrow improvement agenda focusing primarily on:
- Improving writing results through explicit teaching and coaching
- Continuing to enhance knowledge of CHSS Connected Curriculum to promote deeper student learning.

We anticipate that our leadership team will continue to consist of the principal, deputy, head of curriculum, literacy coach, technology coach, numeracy coach and support teacher of literacy and numeracy. The newly appointed HOSES will also become be part of this team.

As always our key goals for improvement in 2019 will be based on an analysis of the latest 2018 data. Our school will continue to promote student goal setting with accompanying feedback as being central to improved learning outcomes. Timetabling of our CHIP program will assist teachers to engage in their own feedback process to understand and improve the impact of their teaching. We also anticipate the introduction of scheduled classroom walkthroughs aligned to the School Improvement Priorities.

We expect to be joining the New Pedagogies for Deep Learning global network and introducing our community to the 6 C's of 21st century learning: Character; Citizenship; Collaboration; Communication; Creativity and Critical Thinking.

The chaplain position will continue to evolve and be supported as part of a pastoral care program. The chaplain enhanced the 'kids club' for years 1-6 and this will continue in 2019.

In consultation with parents, and joint forums with neighbouring high schools and early year's providers, we will explore the issues of pre and post primary school transition. We plan on continuing to employ an Early Years Transition Coordinator on a part time basis in 2019.

The school will continue to build on the existing positive relationship with the school community and P&C. 2019 will see an emphasis on maintenance and renewal around the school, specifically the possibility of setting up a building fund to have our school air conditioned. An electrical upgrade will be required for this to happen and the P&C will approach the state government for support around the costs with this.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	620	627	617
Girls	311	311	315
Boys	309	316	302
Indigenous	22	24	20
Enrolment continuity (Feb. – Nov.)	95%	96%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our school enrolment numbers dropped slightly in Prep-Year Six in 2018. This may largely be due to the enforcement 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 socioeconomic background and family structure.
Approximately 4% of our student population identify as Indigenous.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	26	27	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

1. A Differentiated learning philosophy is a key feature of Chatswood Hills State School teaching and learning.
2. Gifted Education and Extension Program
3. Technology Excellence Classes including Coding
4. Days of Excellence within our school cluster
5. School Days of Celebration – Science Expo, Under 8's Day, Grandparents Day, Book Week

Co-curricular activities

Student Leaders – School Captains, Sport's Leaders and Library monitors – elected by peers and staff - year 6
Student Council years 3 to 6 – elected by peers
Interschool sport – years 4 - 6
Environmental Rangers – one per class elected by peers, years P – 6. These students are tasked with helping to look after school grounds and our recycling program
Recycling program – paper, plastics and food scraps – all classes
Sport – interschool sport, athletics, swimming lessons, QLD volleyball cup, and Brisbane AFL challenge
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
Chatty Readers Club
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.

This year we engaged a Technology Coach to support teachers in the delivery of this curriculum area. A specialist ICT teacher is employed one day a week to work with classes and teachers to help develop ICT skills. This is a school-funded initiative supported by our teaching staff. A teacher aide has been appointed fulltime this year to focus on iPad and ICT support for staff.

Throughout 2018 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 had dedicated computer labs with class sets of computers. A whole class laptop lab has also been in operation. 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. We will monitor our ongoing need for desktop computers with the school moving to full BYO iPad implementation this year. Our ICT funds are used to continue to lower the 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 and an iPad to assist in planning, preparing, delivering and assessing class programs.

The teacher laptops are all upgraded every three years. Each teaching classroom throughout the school is also fitted with an Interactive White Board to complement the data projection systems. We are exploring the concept of Apple TV's and other interactive devices as we move forward as a school.

Social climate

Overview

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. These standards are based on our 4C's – Care, Consideration, Cooperation and Common Sense. There is a plan to revisit our School's Responsible Behaviour Plan in 2019 as we move into the Deep Learning space. 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 continue to show their high level of satisfaction with the school social climate as demonstrated by the percentage of children who answered very positively in the School Opinion Survey.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	100%	97%
• this is a good school (S2035)	98%	98%	99%
• their child likes being at this school* (S2001)	100%	96%	99%
• their child feels safe at this school* (S2002)	100%	98%	99%
• their child's learning needs are being met at this school* (S2003)	96%	96%	97%
• their child is making good progress at this school* (S2004)	94%	100%	99%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	96%	96%
• teachers at this school motivate their child to learn* (S2007)	94%	96%	99%
• teachers at this school treat students fairly* (S2008)	91%	91%	93%
• they can talk to their child's teachers about their concerns* (S2009)	96%	100%	97%
• this school works with them to support their child's learning* (S2010)	94%	98%	96%
• this school takes parents' opinions seriously* (S2011)	95%	91%	90%
• student behaviour is well managed at this school* (S2012)	89%	91%	91%
• this school looks for ways to improve* (S2013)	98%	96%	94%
• this school is well maintained* (S2014)	98%	98%	93%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	96%	99%
• they like being at their school* (S2036)	99%	92%	95%
• they feel safe at their school* (S2037)	96%	92%	95%
• their teachers motivate them to learn* (S2038)	100%	97%	97%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	91%	99%
• teachers treat students fairly at their school* (S2041)	96%	86%	92%
• they can talk to their teachers about their concerns* (S2042)	95%	89%	95%
• their school takes students' opinions seriously* (S2043)	96%	91%	91%
• student behaviour is well managed at their school* (S2044)	91%	88%	92%
• their school looks for ways to improve* (S2045)	98%	97%	97%
• their school is well maintained* (S2046)	97%	96%	97%
• their school gives them opportunities to do interesting things* (S2047)	99%	96%	93%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	90%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	84%	89%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	93%	100%	100%
• student behaviour is well managed at their school (S2074)	86%	100%	92%
• staff are well supported at their school (S2075)	90%	100%	96%
• their school takes staff opinions seriously (S2076)	86%	100%	96%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	97%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	90%	100%	100%

* 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 welcome to participate in their child's education at all levels as we see parents as partners in education. 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 2) 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.
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 a prior appointment is made as parental support is greatly appreciated and valued.

Formal parent interviews, usually also involving the student 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 as well as our school Facebook page.
Our BYO iPad program ensures parents and carers are kept in the loop about student learning in real time by using the Seesaw or Class Dojo apps.

Parent courses and other curriculum or information sessions are often offered each year and open to all parents in our community.
Upon enrolment any specific student learning needs should be discussed as our school prides itself in our focus on Differentiation. Our SEP provides extensive individualised support for those students having special needs.

Our monthly principal morning teas provide another opportunity for parents to have input into our school's current direction and improvement agendas.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The 4C's in our school are purposefully promoted across the whole school community with staff, students and parents understanding and acknowledging the role they play in ensuring our school is a safe and respectful place of learning. Much work has been done with the whole community on the importance of digital citizenship and online safety.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	26	37	44
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 reduced our water consumption over recent years, 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 few summers.

The reduction of electricity use and total charge from 2015 - 2018 is a reflection of our effective school programs, given the increase in cost of living/inflation, the installation of air conditioning in our computer labs, administration blocks and classrooms, and increased technology use in classrooms. As a school we are proud of this and continually look to introduce measures to lower our electricity consumption. Our success is reflected in reduced kWh usage in recent years 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 and plastic recycling program – on a daily basis

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	158,979	146,415	142,495
Water (kL)	17,797	2,878	2,625

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the _My School_ link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	49	31	<5
Full-time equivalents	40	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	5
Bachelor degree	35
Diploma	5
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $67 051.

The major professional development initiatives are as follows:

- Differentiated learning
- Coaching and Mentoring
- Reading
- Numeracy – Problem Solving
- National Curriculum and its continued implementation
- Moderation and new assessment standards
- Professional Learning Communities
- Systemic Requirements ie – WPH&S, Child Protection, Code of Conduct etc
- iPad Professional Learning
- Mentoring Beginning Teachers
- Meeting the QCT annual PD requirements
- ICTs

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	89%	86%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	93%	93%
Year 1	94%	93%	92%
Year 2	94%	93%	92%
Year 3	93%	92%	93%
Year 4	93%	93%	91%
Year 5	93%	92%	93%
Year 6	94%	92%	93%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	12	12	24	53
2017	11	12	28	50
2018	13	13	23	50

Proportion of Students
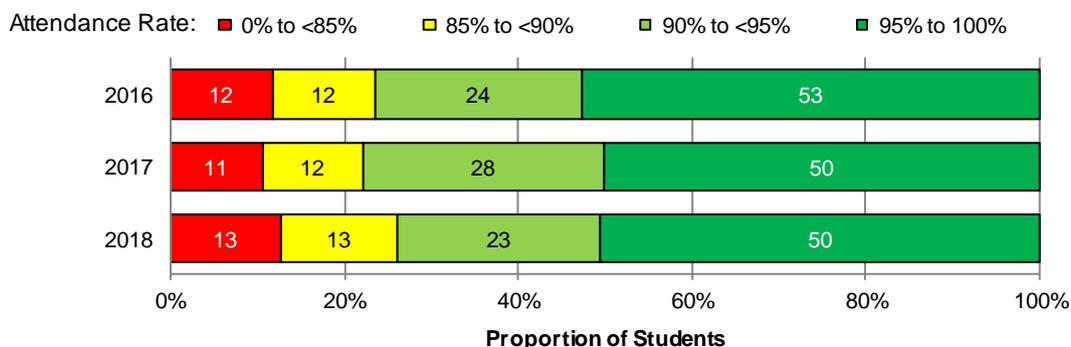
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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.
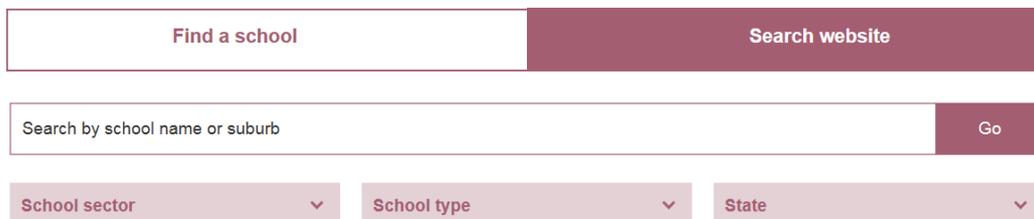
Each term students who have had perfect attendance are recognised with a certificate of acknowledgement. The importance of regular attendance is highlighted in our newsletter throughout the year. This year we had two Adopt-A-Cops inducted in our school and used these officers to also support improved attendance by following up with families as required. We rewarded individual year level cohorts with the highest overall attendance with a reward excursion. Families are notified daily of absences via our automated text messaging system.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.