

ANNUAL SCHOOL REPORT

Topics in Annual Report

1. Type of School
2. Address
3. Total Enrolments
4. Statement of Purpose
5. Introduction
6. Highlights 2005
7. School Goals 2006
8. Distinctive Curriculum Offerings
9. Social Climate
10. Parents and Community
11. Workforce and Professional Development Activities 2005
12. Key Outcomes in Early and Middle Years

Type of School

Chatswood Hills State Primary School is a coeducational school and caters for children from preschool (5) to Year 7 (12), from varied backgrounds and cultures. State Preparatory Year will replace preschool in Queensland in 2007.

Address Raleigh Street Springwood 4127

Postal Address: PO Box 330

Phone: (07) 3489 2222

Fax: (07) 3489 2200

Email: the.principal@chathillss.eq.edu.au

Website: <http://www.chathillss.eq.edu.au>

Total Enrolments	Primary	299 Boys	262 Girls	Total = 561 students
(July 2006)	Preschool	23 Boys	27 Girls	Total = 50 students

STATEMENT OF PURPOSE

Our purpose is to provide a high quality and progressive education that:

values teamwork

applauds excellence

encourages participation

so that all students may develop the skills, attitudes and values to achieve their potential.

A Code of Conduct guides the community to ensure a safe environment is maintained. Care, Cooperation, Consideration and Common Sense are all aspects that are regularly reflected in the daily life at Chatswood Hills State School.

INTRODUCTION

Chatswood Hills State School has an enrolment that has fluctuated around 585 students in 2005 including preschool. There has been a steady growth of enrolments since 2003.

Almost one third of the children who attend our school come from outside the immediate area. The reasons given by parents for their decision to choose Chatswood Hills are predominantly to do with our alternate school structure (i.e. stage based multi-age education), the significant focus on Environmental Education, and their perceptions about the capacity of our school to cater for both students with learning difficulties and gifted students. Other reasons include the caring, nurturing environment which operates in the school and the visual impact of the school generated through our enhanced natural environment and the appearance of buildings and facilities.

The 2005 Annual Report provides an insight to life at Chatswood Hills State School. The school has had considerable success in the school reading intervention program, reading, technology (multimedia rooms in year 6/ 7) technology lab, environmental science and particular success with staff professional development in Mathematics and Assessment and Reporting and application to the classroom.

HIGHLIGHTS 2005

With the growth of the school new facilities have been constructed to accommodate the increased enrolments. In 2005 this included a new classroom space for 50 students. A new school hall has also been constructed and is now being fully utilised. The multipurpose hall provides an extremely valuable large indoor space for our students to use for whole school events, health and physical education, dance, gymnastics, assemblies, concerts and extra curriculum indoor activities. The construction was the culmination of a number of years of planning by the school and Parents and Citizens Association.

The school maintains Learnscape Gardens which are used as outside learning environments for the students. The school has a strong Environmental Education focus and this continued in 2005. Each year the school plans an Environmental Unit of work and all students, staff and community participate in the implementation of the annual plan. In 2005 the overall theme was called "Keep Koalas in our Community".

Also in 2005 a Showcase event was held so that all community members could observe work that was completed by students. This was a very successful event and will be replicated in 2006 with improvements.

In 2005 Chatswood Hills School won the following Environmental Awards:

- Green and Healthy Schools Eco School Award State Finalist
- Green and Healthy Schools Eco School Award Inland South East Queensland
- Courier Mail Garden Competition Winner Class 7 School Garden from Primary to Secondary

The outside Learning Areas were used extensively and maintained by the students and the school in 2005 and they include:

- Birds and Trees Rainforest Area (Project Club)
- Shadehouse/ Bird Aviary/ Frog Ponds (Project Club)
- Eucalypt plantation
- Learnscape Areas eg Aboriginal Food Area, Koala Corridor, Colour and Scent Gardens
- Two Gazebos
- Two Adventure Playgrounds
- Oval
- Boardwalk and Tracks
- Multipurpose Courts
- School Hall

Priorities in 2005

Our Priorities in 2005 were to enhance and develop the following goals:

- Implement and embed strategies to enhance Literacy and Numeracy
- Promote Environmental Education as an integrated unit that reflects our outcomes based approach
- Implement the school Curriculum Plan, Literacy Strategies and ICT agreement
- Improve and develop strategies to allow students to maximise their time on task
- Develop assessment and reporting strategies to enhance the present structures and track the progress of students
- Implement Professional Standards for teachers and trial Assessment and Reporting strategies
- Review Students Homework Policy
- Extend use of technology through a technology teacher, laboratory and class program
- To consolidate implementation of the state Education, Training and Reform agenda (E.T.R.F.)

SCHOOL GOALS 2006

Annual Operation Plan (A.O.P.) has also been placed on the school website and can be referred to for a more detailed description of plans for 2006 but in summary the Priorities for 2006 include:

- Implement and embed strategies to enhance Literacy and Numeracy. Develop a school core Maths program using the syllabus and Essential Learnings
- To develop Assessment and reporting strategies that enhance the present school structures
- To continue to plan and trial Assessment and Reporting strategies across the stages of learning
- To complete review of Student Homework Policy

- To embed use of technology through technology teacher, laboratory and class work
- Promote Environmental Education through the school's curriculum and "Pillars of Learning"
- Provide and promote information and opportunities for staff to develop knowledge of teaching of Science through "Spotlight on Science Action Plan"
- Review the school website to provide more effective communication to the staff and community about school programs, procedures and goals/ results
- To develop Early Years Philosophy, resources, facilities program and curriculum focus for the introduction of Prep 2007
- To continue to provide and embed programs to support students with special learning needs
- To continue to create sharing and building links between local high school and primary feeder schools through Mathematics, Technology programs and multi-level tasking
- Provide facilities to support school programs including hall, library extensions and administration extension for technology lab
- To provide opportunities through meetings, workshops to implement the ETRF agenda.

Professional development priorities for Staff in 2006 include:

- Introduction of Preparatory Year for Early Childhood teachers
- Literacy – Reading
- Assessment and Reporting
- Science
- Technology
- Mathematics
- Student Management Review
- Professional Standards for Teachers

DISTINCTIVE CURRICULUM OFFERINGS

Chatswood Hills School has adopted an outcomes based approach to teaching and learning using syllabuses developed by the Queensland Studies Authority in the eight key learning areas from the foundation of student studies. Typically teachers and students work towards the following levels at the end of each stage:

- Students demonstrating Level 1 & 2 outcomes by the end of Stage 1 (year 1/ 2/ 3)
- Students demonstrating Level 3 outcomes by the end of Stage 2 (year 4/ 5)
- Students demonstrating Level 4 outcomes by the end of Stage 3 (year 6/ 7)

The key learning area outcomes are used in planning to ensure that the full intent of the key learning area is realised and developed over years 1 – 7. Core learning outcomes form the basis of curriculum planning.

Outcomes are the starting point for decisions about appropriate students' learning experiences. **Literacy**, **Numeracy** and **Environmental Education** are common links integrating the key Learning Areas into units of work which are developed collaboratively as a group of teachers or a Stage.

Interschool sport with students in year 5, 6, 7, instrumental music groups, junior and senior choirs and technology lessons complement the core learning areas of

Mathematics, English, Science, Study of Society and the Environment, Music, Health and Physical Education, Technology, Language Other Than English (Japanese). School camps are conducted for students in year 4 – 7 on each even calendar year (i.e. 2006). An extensive student leadership program exists with the school having school captains, vice captains, student council, sports' house leaders and Environmental Rangers.

Information and Communication Technology (ICT) is a vital tool used by teachers and students to both access and communicate their learning. Specific Learning Outcomes for students are detailed in our school ICTs checklist. In addition, the ICTs for Learning Agreement provide specific targets and strategies to be utilised. A technology laboratory has been established and all students have the opportunity of regular skill lessons with the Technology teacher. All year 6 and 7 classes established a multimedia classroom in 2005 where work on computers can be projected onto large classroom screens for the entire class to follow and work with during integrated lessons.

Literacy and Numeracy are regarded as vital aspects of the curriculum and are the essential tools that hold the school curriculum together.

Chatswood Hills is a trial school for Assessment and Reporting and teachers have prepared Teacher Generated Tasks to assess learning from an integrated unit of work. This process of developing criteria sheets and standards has been ongoing since 2002 and continues to be refined. Our school is one of four schools in the South East Education District to be a trial school for Assessment and Reporting. Information gained from this trial will be embedded in schools throughout Queensland by 2008.

SOCIAL CLIMATE

Chatswood Hills School caters for students from many and varied backgrounds and ability levels. Our Code of Conduct of Care, Cooperation, Consideration and Common Sense guide the treatment of all students, staff and community members. Rights of community members are respected and considered when planning programs and activities. Chatswood Hills School has a warm caring environment and generally students, parents and staff comment favourably about the positive climate.

The range of localities from which children are drawn include Logan Central (Woodridge, Kingston), Logan South (Meadowbrook, Tanah Merah, Loganlea, Loganholme, Marsden), Logan East (Springwood, Rochedale South, Underwood, Shailer Park), Beenleigh and Brisbane (Kuraby, Rochedale, Runcorn).

PARENTS AND THE COMMUNITY

Parents show a keen interest in their children's education and opportunities are provided regularly for staff and parents to meet and discuss their children's progress. There is a strong volunteer group of parents that assists in the classroom, at whole school functions, Parents & Citizens, tuckshop, uniform shop, book club and library.

A strong Parent & Citizen Association helps support the community social interaction and the raising of funds towards school projects. The completion of the school hall in 2005 was the culmination of five years of work. Subcommittees support the P & C Association.

A statewide school opinion survey is conducted by Education Queensland each year and responses from the community sample indicate a very strong support for the programs

and activities that are conducted at Chatswood Hills School. In general, school data indicates very high levels of parent satisfaction for Chatswood Hills School.

In the school opinion survey random sample of parents had to indicate their level of satisfaction from very dissatisfied to very satisfied on a range of questions. Chatswood Hills levels were **ABOVE** all state schools in the following questions. [The percentage indicates what percentage of the parents surveyed were satisfied / very satisfied with the following aspects of Chatswood Hills School. In all other questions our parents' answers were within the state mean.]

Satisfied/ Very Satisfied

Quality Programs

with what your child is learning at this school?	92%
about the usefulness of what your child is learning at school?	100%

Effective Teaching

with the quality of teaching your child receives?	87%
with the encouragement that the school gives to your child?	92%
with the interest that the teacher(s) take in your child?	95%
with the standard of school work expected?	90%

Improved Learning Outcomes

that your child is making sufficient progress?	85%
that your child works well at this school?	91%
that the school is developing your child's numeracy skills?	92%
that the school is developing your child's literacy skills?	87%

Confidence in public education

that school staff are approachable when you want to talk about your child?	92%
that you have opportunities to participate in the life of the school?	87%
that you have opportunities to participate in school decision making?	80%
that your child is happy to go to this school?	97%
that the school makes you feel welcome?	92%
that your child is getting a good education at this school?	95%
that this is a good school?	97%

Safe supportive and productive learning environment

with the school grounds?	97%
with the school buildings?	95%
that your child is safe at this school?	92%
that your child is treated fairly at this school?	95%

Chatswood Hills also had partnerships in 2005 with the following community groups:

- Supervising Griffith University and Queensland University of Technology practising teachers
- Logan City Council
- TAFE Colleges

- Green and Healthy Schools, United Nations, Landcare organisations which support the protection of fauna and flora and the world around us
- Australian Koala Foundation which supports the protection of koalas that visit our school regularly.

WORKFORCE AND PROFESSIONAL DEVELOPMENT ACTIVITIES 2005

Principal	1
Deputy Principal	1
Classroom Teachers Full time	17
Classroom Teachers Part time	5
Preschool Teacher	1
Teacher Librarian	1
Music	3 days per week
Health and Physical Education	1
L.O.T.E.	3 days per week
Learning Support Teacher	2 part time 5 days per week
Instrumental Music	2.2 days per week
Registrar	1
Administrations Officers	2
Cleaners	3
Teacher Aides	9
Guidance Officer	2 days per week
Janitor/ Groundsman	1

Staff participated in a range of professional development activities in 2005 for individual staff members. These included:

- Learning Teams and Learning Objects (7)
- Educating Boys (2)
- Mem Fox (4)
- Painting Workshop (1)
- Student Protection and Code of Conduct
- Preparatory Year and Development of Early Years Philosophy (14)
- First Aid and C.P.R (10)
- Environmental Education (2)
- Art (3)
- Literacy (4)
- Maths in Prep Year (5)
- Bookweek (4)
- Music (1)
- Reading Recovery (2)
- Key Teacher Training (1)

As well as the above, professional development activities that individuals attended, the major focus for P.D. for all staff in 2005 was:

- Assessment and Reporting
- Mathematics
- Transition Year 7 to Secondary School
- Professional Standards for Teachers

KEY OUTCOMES IN EARLY AND MIDDLE YEARS

Year 2 Diagnostic Net – Percentage of students not requiring additional support

<u>Strands</u>	<u>2005 Result</u>
Reading	73.5%
Writing	90.4%
Number	81.9%

Year 3, 5, 7 Literacy and Numeracy Tests

Our reading, writing and numeracy results for the Queensland Year 3, 5 and 7 Literacy and Numeracy Tests.

Strands	Measures	Results for 2005		
		Year 3	Year 5	Year 7
Reading	School average on Queensland Test	533	616	673
	Queensland average	548	614	689
	Percentage of students at school above national benchmark	94.8 (%)	78.6 (%)	84.1 (%)
Writing	School average on Queensland Test	497	623	713
	Queensland average	509	606	746
	Percentage of students at school above national benchmark	85.7 (%)	95.2 (%)	100 (%)
Numeracy	School average on Queensland Test	518	603	647
	Queensland average	534	605	663
	Percentage of students at school above national benchmark	90.9 (%)	86 (%)	76.5 (%)