

# Chatswood Hills State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	PO Box 330 Springwood 4127
Phone	(07) 3489 2222
Fax	(07) 3489 2200
Email	the.principal@chathillss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	For more information please visit our school website <a href="http://www.chathillss.eq.edu.au">www.chathillss.eq.edu.au</a> or contact Mr D. Teale - Principal

## 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 7, 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 2013 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 2014.

David Teale  
Principal

### School progress towards its goals in 2013

In 2013 Chatswood Hills State School continued a school based initiative of a Head of Curriculum position through the workplace reform process. We utilised our flexible staffing options to create the position and used our school funds to top up the salary to a Band 5. This HOC position has taken on great significance at our school particularly with the introduction of the National Curriculum in English, Maths, Science, and History being introduced in 2013. We will also explore making the HOC position permanent from 2013 in line with work place reform guidelines.

# Queensland State School Reporting

## 2013 School Annual Report



As part of the new National Curriculum we introduced new subject matter for History and continued to embed English, Maths & Science. The support of the HOC, planning days and team work in year levels, saw the new curriculum successfully introduced to all year levels from day one of 2013.

Our staff PD revolved around the new and future curriculum (Geography in 2014) and continued to follow our national curriculum implementation plan. Additionally, our school continued our Developing Performance Framework for all staff and individual strengths and weaknesses 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. This is the second year all areas tested have been at or above the national minimum standard – previously as many as 6 areas (2008) have been below the NMS. Chatswood Hills has strategically chosen to focus on improving outcomes for all students, across the board in all tested domains rather than just concentrating and committing to significant growth in one area at the expense of advancement in others. Our curriculum support strategies throughout the school reflect this holistic curriculum improvement philosophy.

Our ICT plan met our 2013 goals and provided new hardware to support the national curriculum. Throughout 2013 we began the second phase of our interactive whiteboard roll out replacing data projectors. It is hoped that by the end of 2014 interactive whiteboards will be accessible to all teachers. The continued release of a teacher one day a week to support teachers and classes with ICT lessons was again undertaken in 2013 and supported by the vast majority of teaching staff.

Chatswood Hills continued our chaplain position in 2013 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 school community.

The P&C had another positive year after helping with donations towards our technology program in 2012; 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 continues to go against trend in our area and grow in enrolments each year. These enrolments are not from our immediate catchment area, with many new students passing other schools to enrol at Chatswood Hills. We ended 2012 on 646 students and began 2013 with 662. This growth trend is expected to continue for the next two years with 2013 seeing the largest prep cohort (5 classes) in the school's history. We anticipate reaching 670 children in 2014 and maintaining this number despite losing the year 7 cohort to high school in 2015. 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 this year.

### Future outlook

2014 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 introduce Geography in 2014 while revising the previously introduced subjects. To assist in the moderation process and consistent assessment our school will undertake cluster moderation prior to the mid-year reporting cycle.

Our school will be given a reading coach position for 2014 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 2014 are based on an analysis of the latest 2013 data. Our school has identified three areas of focus; P – 2 Phonics, Reading Comprehension P to 7 and Year 4 to 6 Number. Each of these areas will be a key goal for us in 2014 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 4-7 in 2013 and it is anticipated that this will be expanded to include Years 1-3 in 2014.

We will continue to plan for the increasing growth of our school over the next two years. We anticipate that we will approach 670 students in 2013 and continue this upward trend during 2014. We will look to cap enrolments of our 2014 preps to four classes (approx. 90-100 children), however this will still see school growth as we will only be losing 55 children in the year 7 cohort. This will mean our school will reach peak size in 2014 before the year 7's permanently

# Queensland State School Reporting

## 2013 School Annual Report



move to a high school setting. As part of managing our enrolments we will continue to plan for the loss of the year 7 cohort to a high school setting in 2015. In consultation with parents, and joint forums with the high school, we will explore the issues of transition, school captains, graduation, commemorative (year 7) shirts in the context of our school and what plan best fits us. Once this move is undertaken in 2015 our school should then settle to a fairly consistent size of approx. 650 students.

The school will continue to build on the existing positive relationship with the school community and P&C. 2014 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 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	621	313	308	92%
2012	644	316	328	94%
2013	663	323	340	95%

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 attracting a significant number of students from outside of our catchment area. This growth is against trend of neighbouring schools and not related to suburb demographics, as we are in an established area with no new housing estates.

While most of our students come from the immediate area surrounding the school (Springwood) which is seen as 'middle class' many of our newer students are coming from further away and from areas such as central and west Logan with a much more diverse socio-economic background and family structure.

The growth of our school is predicted to continue until 2015 when year 7 is moved to a high school setting.

Approximately 3% of our student population identify as Indigenous.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	20	20
Year 4 – Year 7 Primary	27	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	35	39	37
Long Suspensions - 6 to 20 days	0	0	2

# Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

1. A differentiated learning philosophy is a key feature of Chatswood Hills State School teaching and learning. In 2013 we consolidated our move from multi –aged class structures to year level based classes to better fit the requirements of the new national curriculum.
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 6/7  
Student Council years 4 to 7 – elected by peers  
Interschool sport – years 5 to 7  
Environmental Rangers – one per class elected by peers, years 1 – 7. These students are tasked with helping to look after school grounds.  
Birds and Trees Project Club – provides an extended educational experience for a year 6/7 class with an environmental theme specifically the development of an Australian rainforest and breeding of Australian finches.  
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  
Rosedale 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 7.

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.

Throughout 2013 our school continued the move towards IBM platforms and away from Apples for economic and consistency with departmental programs. The IBM machines now occupy most classrooms and will continue to do so as the Apple Macs get replaced. Computers are used throughout the school, (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 2013. 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.

## Our school at a glance

All teachers are equipped with laptops to assist in planning, preparing, delivering and assessing class programs. These laptops were all upgraded in 2011 with teachers having a choice of maintaining an Apple or receiving an IBM. The majority of teachers elected for IBM laptops.

By the end of 2012 each double classroom throughout the school was 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.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Our school opinion survey data indicates that all key stakeholders are largely satisfied with the quality of education in our school. We are very proud that 100% of parents feel that their child feels safe at this school and that 100% of students believe that our school looks for ways to improve. It is also pleasing that 99% of children like being at our school and understand that their teachers expect them to do their best. This reflects our school motto - "Always Our Best."

### Performance measure (Nationally agreed items shown\*)

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

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	95%
they like being at their school* (S2036)	96%	99%
they feel safe at their school* (S2037)	97%	89%
their teachers motivate them to learn* (S2038)	100%	97%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%
teachers treat students fairly at their school* (S2041)	97%	92%

## Our school at a glance

they can talk to their teachers about their concerns* (S2042)	90%	87%
their school takes students' opinions seriously* (S2043)	93%	92%
student behaviour is well managed at their school* (S2044)	93%	89%
their school looks for ways to improve* (S2045)	98%	100%
their school is well maintained* (S2046)	95%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	97%

### Performance measure

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

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

# 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 weekly 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 - 2013 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 introduced 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

# Our school at a glance

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	
	Electricity kWh	Water kL
2010-2011	118,596	2,268
2011-2012	107,002	2,435
2012-2013	147,084	1,902

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

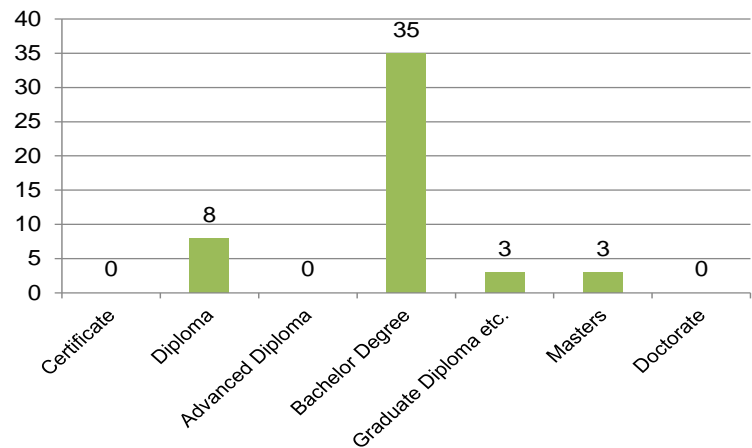
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	49	21	0
Full-time equivalents	38	14	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.	3
Masters	3
Doctorate	0
<b>Total</b>	<b>49</b>



\* 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 2013 were \$ 6768.

The major professional development initiatives are as follows:

[Differentiated learning](#)

[National Curriculum and its continued implementation](#)

[Moderation and new assessment standards](#)

# Our staff profile

Year level team planning sessions

Systemic Requirements ie – OHS, Child Protection etc

Interactive White Boards

Meeting the QCT 30hr annual PD requirements

ICTs

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 web page.

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

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

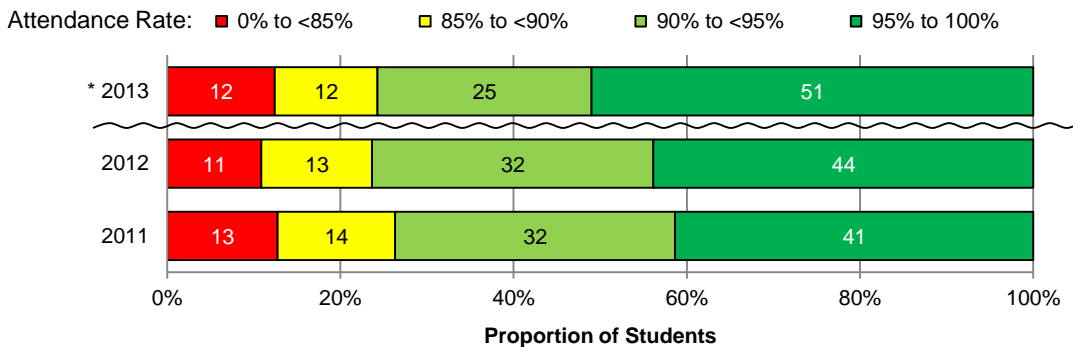
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	92%	93%	93%	93%	93%	91%	NA	NA	NA	NA	NA
2012	93%	91%	94%	93%	93%	92%	92%	NA	NA	NA	NA	NA
2013	93%	93%	92%	92%	93%	93%	93%	NA	NA	NA	NA	NA

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### Description of how non-attendance is managed by the school

# Performance of our students

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.

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.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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, classroom support and teacher withdrawal with a dedicated teacher funded by our Closing the Gap funds. Our Indigenous population numbers 24 out of approx. 660 students.

In 2013 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 93%. Our Indigenous students' attendance rate during 2013 was below the school average rate at 89.1%. During 2012 our Indigenous attendance rate was raised to 91.2% approaching the state average of 93%. This was a significant improvement and reflective of the procedures we use to support non-attending students.**