

QUEENSLAND STATE SCHOOL REPORTING - 2010

Chatswood Hills State School (1924)

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Principal's foreword

Introduction

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 2010 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 2011.

Keith GRAHAM, Principal

School progress towards its goals in 2010

During 2010 we continued our workplace reform to maintain the position of Head of Curriculum within the school. We utilised our flexible staffing options to create the position and used our school curriculum funds to top up the wage to a Band 5 position.

The HOC continued to rewrite the school English, Maths and Science programs and aligned the stage programs into an overall school framework in conjunction with class teachers. She also introduced a school curriculum framework.

The HOC met with class teachers to use student data to form class programs, guide future curriculum development, acquire resources and identify needs in the area of professional development.

Students ranging from, those with disabilities and learning support needs to those requiring extension work in areas of strengths, were catered for by our Special Needs Action Committee which provides teachers with the necessary support staff and expertise to cater for these children at classroom level.

Differentiation was a focus of professional development ensuring every student is catered for in every lesson every day.

The reading Lexile program initiated in year 4/5 in 2009 to develop the reading skills of these middle year students was expanded to include years 6/7 in 2010.

The P&C moved to fund Mathletics for all students during term 4 of 2010. (Due to logistics involved this did not occur and Mathletics was implemented term 1 2011).

In consultation with staff a teacher was taken offline to provide dedicated Computer lessons for teachers and classes one day a week – this initiative will continue in 2011.

Teachers were supported by a peer to complete their ICT certificate and/or pedagogical licence – approx. 15 teachers undertook this process.

Our Building the Education Revolution (BER) projects were decided upon in conjunction with the P&C – a new library, refurbishment of old library to be included as part of new library precinct, extension to the existing hall and drainage around the hall to prevent flooding. These projects commenced work this year and are due for completion and opening in 2011.

Our school continued to grow – adding to more classes to our total. We had 26 classes in 2010.

The increase in enrolment saw the school re-banded from an 8 to a 9 and a new classroom double demountable block installed at the end of the year for future expected growth.

Our Outside Hours School Care (OHSC) was contracted to a third party provider for an initial 12 month trial. This trial proved successful and the P&C and school engaged this provider for a 3 year contract beginning in 2011.

Future outlook

The school will discuss the continuation of the workplace reform to continue our Head of Curriculum position in 2011 – particularly with the introduction of the National Curriculum in 2012.

End of year review will cover all school purchased support and flexible staffing allocations – such as maths support, technology teacher etc – to help shape direction for 2011 and beyond.

BER construction is well underway with the new library opening in term 4 this year. All existing work will be complete in first term 2011 along with any contingency funding.

The school will continue its relationship with local community groups by availing our resources and continuing to hire our hall.

New school computer lab to be brought fully on line for 2011 – including cabling and switches.

Our school continues to prepare for increased growth in total numbers as full cohorts of Preps progress through the school. Our school grew by two classes this year and next year's growth (75 year 7's leaving and approx 100 Prep enrolling) will see increase to school of one or possibly two classes.

Our school undertook a Curriculum Audit in 2010 and received a very favourable report – 3 highs and 5 mediums. The recommendations from this report will continue to inform our school curriculum and resource direction for 2011 and beyond.

2011 will see the school undertake a Quadrennial School Review process and a second Curriculum Audit linked to this review. The review will canvas opinions of staff, parents, students and P&C to help set the school strategic direction for the next 4 years

Our key improvement areas for 2011 include

- Literacy – specifically reading
- Numeracy, and
- Differentiation

as well as acting on our Curriculum Audit recommendations.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 010)
635	312	323	88%

Characteristics of the student body:

Year	Prep	Yr 1	Yr 2/3	Yr 4/5	Yr 6/7
Male	52	47	63	70	82
Female	46	39	79	72	74

Our school has experienced rapid growth in student numbers over the past three years. We grew by two classes from 2009 to 2010. 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 with a much more diverse socio-economic background and family structure.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	93%	71%	21%	7%
Year 4 – Year 10	25	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	24	96%	85%	12%	4%

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	15
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

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

Stage 1 (year Prep 1/2/3)

Stage 2 (year 4/5)

Stage 3 (year 6/7)

Classes from year 2 up are multi-aged settings.

2. Gifted Education Program

3. Social Skills Program – HERO

4. Days of Excellence within our school cluster

5. 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

Cultural ambassadors – working with visiting LOTE students

Interschool sport

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

Our school at a glance

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.

Our school currently has been an Apple Mac school, however for economic and consistency with departmental programs our ICT committee has made the decision to move towards IBM platforms for future purposes. The IBM machines now occupy some 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 (the latest opened this year as part of the BER project) 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. All teachers are equipped with Apple laptops to assist in planning, preparing, delivering and assessing class programs. These laptops are due for replacement in 2011 and teachers will have a choice of maintaining an Apple or receiving an IBM.

Social climate

Our school has a wonderful physical natural environment and a positive tone 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 whole school responsible behaviour plan for students recognises and celebrates positive behaviour whilst also providing consistent and fair consequences.

Parent, student and teacher satisfaction with the school

Department surveys show that in 2010 parent satisfaction was at 80%. Parents also showed similar or higher satisfaction levels in the areas of:

- Learning Climate,
- School Climate, and
- School Community Relationships.

In 2010 83% of students were satisfied with our school.

85% of staff were satisfied with the morale in the school. We have maintained morale at around this level over the past 3 years up from 74% in 2007.

Our school at a glance

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	83%
Percentage of parents/caregivers satisfied with their child's school	96%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%
Percentage of staff members satisfied with morale in the school	85%

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 (Stage 1) usually attract the most helpers who assist in small group activities and the organisation of home readers.

The 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
- School fete
- 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.

Our school at a glance

Reducing the school's environmental footprint

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

The increase in use and total charge from 2009 to 2010 is not a reflection of ineffective school programs, but rather an increase in cost of living/inflation and an increase in school size – we have 2 more classes in 2010 compared to 2009.

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.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	electricity KwH	WaterKL	GasMJ
2010	\$62,110	\$22,579	\$20,709	\$4,029	\$6,359	\$0	\$8,434	106,005	3,028	0
2009	\$53,277	\$18,500	\$0	\$0	\$12,213	\$0	\$22,564	104,447	2,776	0
% change 2009 - 2010	17%	22%	N/A	N/A	-48%	N/A	-63%	1%	9%	N/A

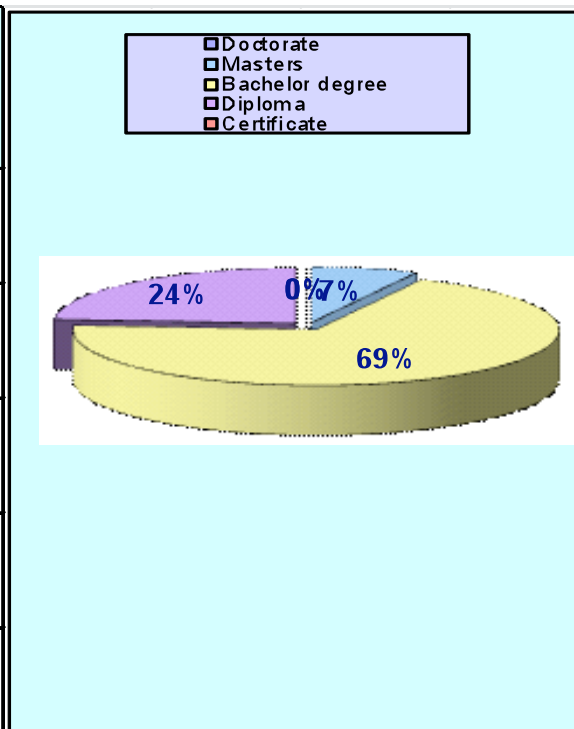
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	45	20	0
Full-time equivalents	36	12	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	29
Diploma	10
Certificate	0



Our staff profile

Chatswood Hills State School – Administration Team

Principal – Mr Keith GRAHAM M Ed, M App Ling, Gr Cert App Ling, B Ed, Dip T

Deputy Principal – Mr Stephen JOSEY M L I, M Ed, B Ed

Head of Curriculum - Mrs Julia WHITTAKER B Ed, Dip T

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$15 019.38

The major professional development initiatives are as follows: differentiation, school curriculum programs, and teaching children with special needs and recording program adjustments.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 97% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	93%	92%	91%	94%	91%	93%					

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.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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. Our Indigenous population numbers 24 out of approx. 650 students and in most areas their performance is greater than the average of Indigenous students across the state.

Based on 2010 NAPLAN results there is no gap between Indigenous and Non-Indigenous students in Year 3 and Year 5 Reading and Year 5 Numeracy. Work and support continue in the other areas where improvements continue to be made.

Students at Chatswood Hills State School have an average attendance rate of 92%. The Indigenous students' attendance is commensurate with the rest of the student body and in some sectors is superior.