

# Chatswood Hills State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

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

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

This Annual Report is intended to provide parents and the wider community with an insight into the achievements of Chatswood Hills State School during the 2015 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 2016

David Teale  
Principal

### School progress towards its goals in 2015

In 2015 Chatswood Hills State School continued a school based initiative of a Head of Curriculum position through the workplace reform process.

As part of the Australian Curriculum and with the support of the HOC and senior leadership team, classroom teachers successfully planned and implemented English, Mathematics, Science, History and Geography. Our staff PD continued to provide teacher support to follow our national curriculum implementation plan.

Additionally, our school continued our Developing Performance Framework for all staff and individual strengths and areas for development were used to drive our PD agenda. As part of this process we also implemented a collegial visit program where teachers could observe colleagues at work in different classrooms, teaching different subjects. 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) continue to show progress increases across the board in all tested domains for all year levels.

Chatswood Hills has strategically chosen to focus on improving outcomes in Reading as this underpins all other learning. Differentiation of teaching and learning for students was another key improvement item this year. Our ICT plan met our 2015 goals and provided new hardware to support the national curriculum. By the end of 2015 interactive whiteboards were accessible to all teachers including specialists and the purchase of a class set of iPads will support the trialling of iPad classes next year. The continued release of two teachers for one day a week

each to support teachers and classes with ICT lessons was again undertaken in 2015 and supported by the vast majority of teaching staff.

Chatswood Hills continued our chaplain position in 2015 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 shifted their focus from improving outdoor shade and learning areas within our school, to providing support for educational programs such as Mathletics. A very successful and profitable school fete was run with some proceeds contributing to the upgrade of our school hall.

Chatswood Hills has experienced steady growth during 2015, particularly in our junior school. This growth trend is expected to continue for the next couple of years. The strong enrolment numbers particularly from out of catchment areas has resulted in our enrolment management plan having to be frequently enacted. .

### Future outlook

2016 will continue to see us implement a sharp and narrow improvement agenda focusing primarily on:

- Extending and enhancing the CHSS Reading Framework
- Developing and implementing the CHSS G&V Curriculum for Mathematics
- Differentiation done differently with a focus on Upper 2 Band NAPLAN and high performing students

We anticipate that our leadership team may take on a new look and consist of the principal, deputy, pedagogical coach, literacy coach, numeracy coach and support teachers of literacy and numeracy. Given the progress made in implementing the National Curriculum, the HOC position may not be required next year.

As always our key goals for improvement in 2016 will be based on an analysis of the latest 2015 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 anticipate running several iPad trial classes after consultation with our school community and looking at ways to strengthen our ICT committee and the support they can provide.

The chaplain position will continue to evolve and be supported as part of a pastoral care program. The chaplain introduced a 'kids club' for years 1-6 and this will continue in 2016.

We will continue to plan for the increasing growth of our school over the next two years. We anticipate that we will have approximately 645 enrolments in 2016.

In consultation with parents, and joint forums with neighbouring high schools, we will explore the issues of pre and post primary school transition.

The school will continue to build on the existing positive relationship with the school community and P&C. 2016 will see an emphasis on maintenance and renewal around the school, specifically completing the sound and lighting upgrade in the hall. 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

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	663	323	340	24	95%
2014	669	335	334	30	96%
2015	647	316	331	32	95%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Our school enrolment numbers plateaued in Prep-Year Six in 2015. This may largely be due to the introduction of an enrolment management plan. In the future, the majority of our students will come from the immediate area surrounding the school (Springwood), which is seen as 'middle class'. Our current student population also includes students from areas such as central and west Logan with a much more diverse socioeconomic background and family structure.

Approximately 4% of our student population identify as Indigenous.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	20	21
Year 4 – Year 7 Primary	25	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**

Short Suspensions - 1 to 5 days	37	41	49
Long Suspensions - 6 to 20 days	2	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our distinctive curriculum offerings include:

1. A differentiated learning philosophy is a key feature of Chatswood Hills State School teaching and learning.
2. Gifted Education Program
3. Technology Excellence Classes
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  
 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.  
 Recycling program – paper and food scraps – all classes  
 Sport – interschool sport, athletics, swimming lessons and carnival, SHOUT cheerleading, QLD volleyball cup  
 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 improve learning

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

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

Throughout 2015 our school continued to support teachers' use of computers to enhance the learning environment. Currently there are computers (3 to 4) in each classroom and we also have two dedicated computer labs with class sets of computers. A bank of computers is housed in the Library for use during class and lunch times. All computers throughout the school are connected to the internet. Our computer to student ratio (of modern/new computers) has risen from approx. 1:9 in 2008 to approx. 1:5 in 2015. We have purchased class sets of iPads and will trial iPad classes in 2016. There are plans to have a laptop lab established in 2016 as well. 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 to assist in planning, preparing, delivering and assessing class programs. These 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.

## 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. These standards are based on our 4C's – Care, Consideration, Cooperation and Common Sense. 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 positively in the School Opinion Survey.

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	98%	97%
this is a good school (S2035)	95%	97%	95%
their child likes being at this school (S2001)	95%	97%	95%
their child feels safe at this school (S2002)	100%	98%	92%
their child's learning needs are being met at this school (S2003)	89%	97%	92%
their child is making good progress at this school (S2004)	89%	93%	95%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	96%	95%
teachers at this school motivate their child to learn (S2007)	95%	95%	97%
teachers at this school treat students fairly (S2008)	90%	95%	92%
they can talk to their child's teachers about their concerns (S2009)	95%	93%	95%
this school works with them to support their child's learning (S2010)	90%	93%	94%
this school takes parents' opinions seriously (S2011)	95%	91%	88%
student behaviour is well managed at this school (S2012)	80%	93%	89%
this school looks for ways to improve (S2013)	90%	96%	91%
this school is well maintained (S2014)	90%	97%	97%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	100%	97%
they like being at their school (S2036)	99%	96%	98%
they feel safe at their school (S2037)	89%	95%	99%
their teachers motivate them to learn (S2038)	97%	98%	99%
their teachers expect them to do their best (S2039)	99%	100%	99%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	96%	98%	97%
teachers treat students fairly at their school (S2041)	92%	95%	97%
they can talk to their teachers about their concerns (S2042)	87%	94%	93%
their school takes students' opinions seriously (S2043)	92%	94%	96%
student behaviour is well managed at their school (S2044)	89%	84%	87%
their school looks for ways to improve (S2045)	100%	99%	99%
their school is well maintained (S2046)	96%	94%	93%
their school gives them opportunities to do interesting things (S2047)	97%	93%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	95%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	94%
they receive useful feedback about their work at their school (S2071)	94%	91%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	88%	92%
students are encouraged to do their best at their school (S2072)	94%	100%	100%
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	100%
staff are well supported at their school (S2075)	94%	95%	94%
their school takes staff opinions seriously (S2076)	94%	100%	82%
their school looks for ways to improve (S2077)	94%	100%	100%
their school is well maintained (S2078)	94%	95%	94%
their school gives them opportunities to do interesting things (S2079)	88%	91%	88%

# '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 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. 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. 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.

### 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 - 2015 is not a reflection of ineffective school programs, but rather an increase in cost of living/inflation, the installation of air conditioning in our computer labs and administration blocks, increased technology use in classrooms and an increase in school size – approximately a class year since 2010. As a school we were aware of this increase and looked to introduce measures to lower our electricity consumption. Our success is reflected in relatively low kWh growth 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 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	147,084	1,902
2013-2014	148,830	20,267
2014-2015	149,086	1,775

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

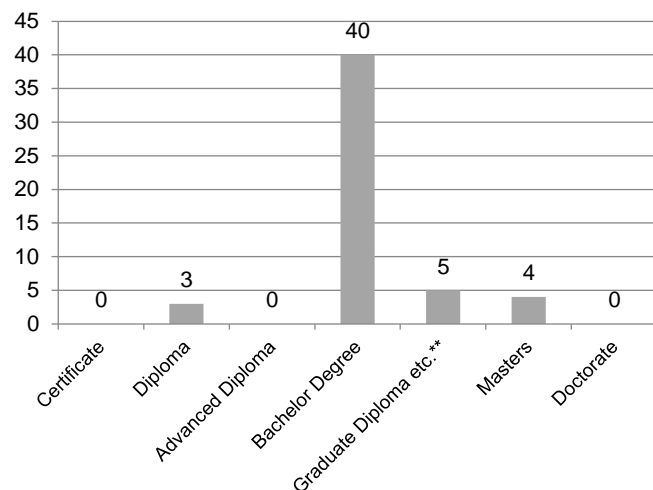
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	24	0
Full-time equivalents	39	16	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	5
Masters	4
Doctorate	0
<b>Total</b>	<b>52</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 2015 were \$33,114.88.

The major professional development initiatives are as follows:

- Differentiated learning
- Reading
- Numeracy – Problem Solving
- National Curriculum and its continued implementation
- Moderation and new assessment standards
- Professional Learning Communities
- Systemic Requirements ie – WHS, Child Protection, Code of Conduct etc
- Interactive White Boards
- Meeting the QCT annual PD requirements
- ICTs

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	94%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

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Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

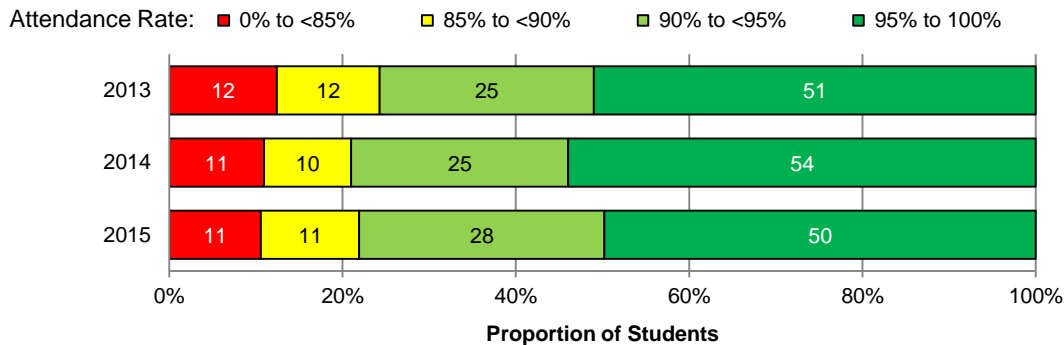
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	93%	92%	92%	93%	93%	93%					
2014	94%	93%	94%	94%	93%	93%	94%	93%					
2015	94%	93%	93%	93%	93%	94%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



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

Non-attendance is managed in state schools in line with the DET 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. There is a plan to have an Adopt-A-Cop inducted in our school in 2016 and to use this person to also support improved attendance by following up with families as required.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.