



Chatswood Hills State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

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

School Overview

Chatswood State School is a co-educational school of approximately 640 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. 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. Chatswood Hills State School has strong family and community support from our parent base creating a lovely family and community feel within our school.

Principal's Forward

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 2016 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 2017.

David Teale
Principal

School Progress towards its goals in 2016

In 2016 Chatswood Hills State School continued a school based initiative of a Pedagogical Coach (Differentiation) position through negotiation with our Local Consultative Committee.

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 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) were the best ever in the history of our school. We were named as one of the top 15 most improved schools across the state.

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 2016 goals and provided new hardware to support the national curriculum. By the end of 2016 interactive whiteboards were accessible to all teachers including specialists and we ran a successful trial of 1:1 iPads in three classrooms. The continued release of a teacher for one day a week each to support teachers and classes with ICT lessons and skills was again undertaken in 2016 and supported by the vast majority of teaching staff.

Chatswood Hills continued our chaplain position in 2016 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 hall.

Chatswood Hills maintained steady enrolment numbers this year. The strong enrolment queries particularly from out of catchment areas has resulted in our enrolment management plan having to be frequently enacted. .

Future Outlook

2017 will continue to see us implement a sharp and narrow improvement agenda focusing primarily on:

- Embedding the implementation of the CHSS Reading Framework
- Expanding and enhancing the CHSS G&V Curriculum for Mathematics
- Enhancing Australian Curriculum knowledge through connected curriculum alignment

We anticipate that our leadership team may take on a new look and consist of the principal, deputy, head of teaching and learning, literacy coach, numeracy coach and support teacher of literacy and numeracy. Given the progress made in implementing the National Curriculum, the HOC position is no longer required.

As always our key goals for improvement in 2017 will be based on an analysis of the latest 2016 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 hope to be running an increased number of BYOD 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 enhanced the 'kids club' for years 1-6 and this will continue in 2017.

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.

The school will continue to build on the existing positive relationship with the school community and P&C. 2017 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. 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 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	669	335	334	30	96%
2015*	647	316	331	32	95%
2016	620	311	309	22	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 2016, 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

Overview

Our school enrolment numbers plateaued in Prep-Year Six in 2016. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	25	24
Year 4 – Year 7	24	27	26
Year 8 – 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.

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 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

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.
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 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.

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 is planned to be appointed fulltime in the future to focus on iPad and ICT support for staff.

Throughout 2016 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 whole class laptop lab has also been established. 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 have purchased class sets of iPads and trialled iPad classes in 2016 with plans to extend this trial in more year levels next 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 with plans to purchase individual iPads 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.

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. 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	97%	96%
this is a good school (S2035)	97%	95%	98%
their child likes being at this school* (S2001)	97%	95%	100%
their child feels safe at this school* (S2002)	98%	92%	100%
their child's learning needs are being met at this school* (S2003)	97%	92%	96%
their child is making good progress at this school* (S2004)	93%	95%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	92%
teachers at this school motivate their child to learn* (S2007)	95%	97%	94%
teachers at this school treat students fairly* (S2008)	95%	92%	91%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	96%
this school works with them to support their child's learning* (S2010)	93%	94%	94%
this school takes parents' opinions seriously* (S2011)	91%	88%	95%
student behaviour is well managed at this school* (S2012)	93%	89%	89%
this school looks for ways to improve* (S2013)	96%	91%	98%
this school is well maintained* (S2014)	97%	97%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	98%
they like being at their school* (S2036)	96%	98%	99%
they feel safe at their school* (S2037)	95%	99%	96%
their teachers motivate them to learn* (S2038)	98%	99%	100%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	98%
teachers treat students fairly at their school* (S2041)	95%	97%	96%
they can talk to their teachers about their concerns* (S2042)	94%	93%	95%
their school takes students' opinions seriously* (S2043)	94%	96%	96%
student behaviour is well managed at their school* (S2044)	84%	87%	91%
their school looks for ways to improve* (S2045)	99%	99%	98%
their school is well maintained* (S2046)	94%	93%	97%
their school gives them opportunities to do interesting things* (S2047)	93%	98%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	100%	97%
they feel that their school is a safe place in which to work (S2070)	100%	94%	97%
they receive useful feedback about their work at their school (S2071)	91%	88%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	84%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	95%	94%	90%
their school takes staff opinions seriously (S2076)	100%	82%	86%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	95%	94%	97%
their school gives them opportunities to do interesting things (S2079)	91%	88%	90%

* 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.

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful 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 respectful place of learning.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	41	49	26
Long Suspensions – 6 to 20 days	1	1	0
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.

Environmental Footprint

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 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 increase in electricity use and total charge from 2013 - 2016 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, administration blocks and classrooms, increased technology use in classrooms and an increase in school size – approximately a class each year. 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	148,830	20,267
2014-2015	149,086	1,775
2015-2016	158,979	17,797

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.

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 <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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	49	28	0
Full-time Equivalent	39	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	5
Bachelor degree	37
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$52, 506.46.

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
- iPad Professional Learning
- Mentoring Beginning Teachers
- Interactive White Boards
- Meeting the QCT annual PD requirements
- ICTs

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	89%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

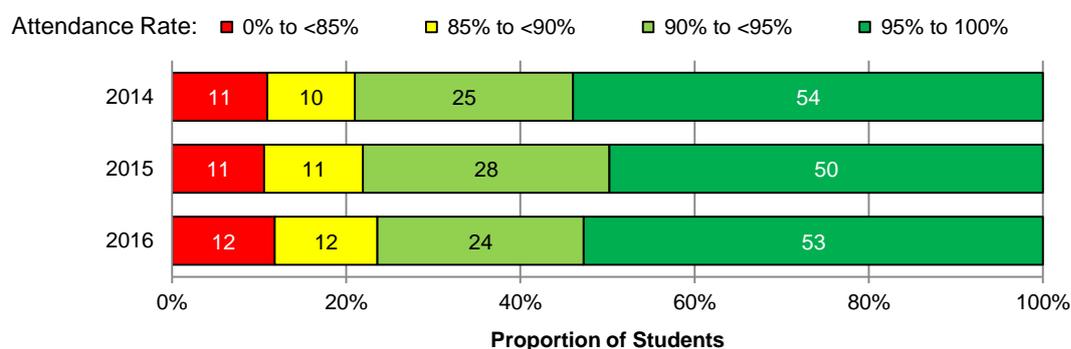
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	94%	94%	93%	93%	94%	93%					
2015	94%	93%	93%	93%	93%	94%	93%						
2016	93%	94%	94%	93%	93%	93%	94%						

*Attendance rates effectively count 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. This year we had an Adopt-A-Cop inducted in our school used this person to also support improved attendance by following up with families as required. In 2017 we plan to reward individual year level cohorts reaching our attendance goal.

NAPLAN

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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Where it states '**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 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.

