

Camp Hill State Infants and Primary School



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Principal's foreword

Introduction

I have great pleasure in presenting the 2008 Camp Hill State Infants and Primary School Annual Report. In 2008, the school moved into the second year of a three year merger of campuses and had the opportunity to celebrate numerous academic, sporting and cultural achievements. Our school continues to be a leader in innovative and diverse educational opportunities across both Early Phase (Preparatory to Year 3) and Middle Phase (Years 4 – 7) learning programs.

A brief overview of our school achievements include:

- Implementation of the 2007 Triennial School Review including: extension of the Social Intelligence program and the array of student support programs, development of the school Learning Framework, Introduction of the school Chaplaincy program and facilities upgrades.
- Development of the shared vision for the school in the key operations of curriculum development, ICT infrastructure, facilities planning and seamless learning journey for students from Preparatory year to Year 7.
- Extension of the school partnerships with learning organizations, including Queensland Universities, American universities and the ARDOCH foundation to support learning partnerships.
- Implementation of the Early Years Literacy training for all teachers (Years 1 to 3) and consolidation of the Preparatory program (CHSIPS was a leader school in the introduction of this program).
- Sharing of staff expertise at Regional and State level and the impact of high staff participation in Professional Development in programs of educational excellence.

During the 2008 school Year the school Principal, Mrs. Bev Flückiger took up a senior University position at Griffith University after an extensive time at both the Camp Hill Infants School and the merged Camp Hill State Infants and Primary School. At the close of the school year I was appointed the new school Principal, and took up duties in January 2009.

Deborah Driver

Future outlook

In 2007, the Camp Hill State Infants and Primary School Triennial School Review set a strategic vision for the school that aspired to educational excellence and strong community commitment to developing students that are skilled and able to meet the challenges of the 21st Century through innovative educational programmes, individual goal setting and the development of Social Intelligence to ensure that every child exits our school with the attributes of Life Learners able to meet the developing requirements of a rapidly changing society and work place. We believe that our programs are scaffolding these goals across all year levels.

To achieve these goals in 2009 we aim to:

- Review and revise the School Learning Framework – using the QCAR strategic initiatives across all KLA and all year levels (Years 1 – 7).
- Introduce focus strategies to maximise the achievement of Literacy and Numeracy across all year levels.
- Increase student/teacher access to Information Communication Technologies learning and teaching across the campus (Prep to Year 7)
- increase cross campus (Infant and Primary) teaching and learning programmes and activities
- Develop a strong Professional Learning Circle focused on the continuity of learning of students and staff as life long learners
- Develop and implement a Gifted and Talented Action Plan and programmes across the campus.
- Continue to develop individual student Social Intelligences and individual goal setting and attainment planning
- Develop student leadership skills (Years 5 to 7)
- Provide opportunities for students to develop self expression and self awareness across all curricular and extra curricular programs
- Support community awareness and understanding of educational practices and future directions

Our school at a glance

School Profile

In 2006, both the Camp Hill State Infant (established in 1955) and the Camp Hill State Primary (established 1926) merged into the Camp Hill State Infants and Primary School.

The 'new' school provides a seamless learning journey for students from Preparatory year to Year 7.

The school is situated on Old Cleveland Road in the suburb of Camp Hill with a large campus of 30 hectares providing a range of school facilities that include the Camp Hill Memorial Hall, swimming pool, multipurpose courts, cricket ovals, football ovals, netball courts and numerous adventure playgrounds.

Camp Hill State Infants and Primary School blends the proud traditional values of both campuses with distinctiveness as a school of excellence and enrichment for early and middle phase learners.

This co-educational school provides a large range of innovative and diverse curricular and extracurricular programmes, which include support for students with disabilities in the Special Education Unit, learning support in the areas of numeracy and literacy through the Learning Support Centre and extension programmes for students identified as Gifted and Talented.

In 2008 the school enrolment was just over 700 students (Prep to Year 7) in 29 classes.

Curriculum offerings

Camp Hill State Infants and Primary School utilise cooperative planning and innovative teaching practices to provide distinctive learning programmes for all students, underpinned by skilling our students in the 7 Attributes of Life Learners.

The School Learning Framework through the school curriculum plan aligns curriculum, teaching, assessment and reporting across Prep to Year 7 and embeds the Essential Learnings and Standards defined in Key Learning Area syllabuses. The plan incorporates an Early Years strategy, Middle Phase strategy, Literacy strategy and Numeracy strategy.

Teachers collaboratively design units of work within the Key Learning Areas. These units of work use concepts of Global Significance as curriculum organisers. They engage students through a Learner-Centred Inquiry approach and explicitly teach thinking skills and skills for Active Participation.

Across all curriculum areas teams, involving teachers, teacher aides, specialists and volunteers, support *child centred* programmes.

The school focus on Social Intelligence provides all students at Camp Hill State Infants and Primary School with the opportunity to participate in a weekly social skills lessons provided by a dedicated teacher.

Our school team is also enriched by a Chaplain who provides support for students and families.

Extra curricula activities

Every student at Camp Hill State Infants and Primary School has the opportunity to extend their social, physical and citizenship skills through participation in extra curricular activities. The school campus provides a range of facilities to support active programmes for all students. This includes: the Camp Hill Memorial Arts Hall (now owned by the school), swimming pool, sporting ovals and multi-purpose courts on site which allow for sporting and cultural activities within and outside school hours. There is enthusiastic involvement of students in many of the activities offered.

Sporting

Camp Hill State Infants and Primary School has a full time Physical Education teacher who supports students across both campuses – including a swimming programme in Terms 1 and 4 and athletic and team sports in Terms 2 and 3. Students in Years 5 – 7 participate in the Interschool Sports programme both in summer and winter season, with the school taking much pride in the success of this programme. This programme includes cricket, softball, netball, rugby league, AFL, soccer, lawn bowls, flipper ball and cross-country.

An additional programme that has significant commitment from the students is the annual school World Cup Soccer Challenge (Students in Years 3 to 7). Mixed teams of boys and girls compete under different countries flags. The programme extends over several weeks, during the morning tea break, with support from the whole school community – either playing or watching these matches. The winning team plays the teachers.

The school has both a P&C Swimming Club (Friday nights) and a private Swimming Learn to Swim and Squad Classes (Monday to Thursday mornings and afternoons) providing children and families with the opportunities to develop fitness and to socialize.

During 2008, the National Standard Aerobics programme continued to be offered to all students in the middle phase of learning, with six teams participating in state and national championships. The programme includes both female and male teams.

Academic

Students are encouraged to become involved in national competitions – computer, literacy, maths and science in Years 3 to 7.

The school also participates in the Carindale Learning Community which supports students from a six local state schools participate in Days of Excellence four times a year. This programme provides links with other government departments and agencies focussing on the Arts, Sciences, and Technology.

The primary campus library provides a venue for after school Spanish Lessons and a Chess Club.

Cultural

Camp Hill State Infants and Primary School host 2 choirs (Junior and Senior) and 4 instrumental bands (strings, brass, woodwind and percussion). The choirs and bands perform at a range of community events as well as provide an annual musical evening for the school community.

Each year the school celebrates the students work with a *Festival of Arts* which provides a forum for student work.

The school also celebrates our LOTE programmes cultural understanding with the annual *OctoberFest*. This programme is an opportunity for the school community to join in with an evening of fun featuring German food and beverages being served by waitresses in authentic costumes.

Every student in Years 5, 6 and 7 has the opportunity to attend a leadership camp, with the focus on developing individual skills of leadership and personal goal setting. The Year 7 students have the opportunity to travel by plane to Canberra for a week of extensive programme of government

Our school at a glance

and cultural studies. Student programmes in Studies of Society and Environment are extended through participation in this highly valued programme.

The school acknowledges the role of peer leadership with support for the school Student Council and in developing the leadership capacity for Year 7 student leaders with a 3 day leadership programme.

Out of School Hours Care Programmes (OSHC)

The school P&C operate two OSHC programmes on site – Prep to Year 2 and a Year 3 to Year 7. The OSHC programme provides before and after school programmes and holiday programmes throughout the year. The programme is highly supported by the community.

How computers are used to assist learning

The school has a commitment to providing all students with access to Information Communication Technologies (ICT) as part of the array of teaching and learning strategies of the 21st century educational environment.

Throughout the school all curriculum units incorporate the use of information and communication technologies as a teaching and learning tool for students. Learning is assisted through the use of computers, digital cameras, video cameras, data projectors and other ICT devices for the research, data collection, information collection, presentation of work, and through collaborative interaction. Interactive learning is facilitated by the use of interactive white boards across all year levels, with Prep students engaging in early numeracy and literacy programmes and upper primary students using advanced research and analysis strategies in their programmes. A broader scope for investigations is made possible through access to the internet.

Computer resources include classroom mini pods, a pod in the library, and a computer lab. There is 100% connectivity throughout all classrooms. The majority of computers are less than 3 years old.

Students using computers undertake Net Safety courses with Education Queensland providing daily upgrades to the school firewalls to ensure blockage of inappropriate sites.

The annual School Opinion Survey indicated student satisfaction with computer technology skills learnt at school as Above the state mean.

In 2008 reporting took place through the use of Department of Education Training and the Arts *One School* programme.

Social climate

The social climate at Camp Hill State Infants and Primary School is respectful and welcoming. We have an inclusive school community which places a high value on the development of children's social intelligence – being socially responsible and having positive relationships. Cooperation is encouraged. Our goal is to develop students who are self motivated learners, resourceful and resilient. This goal is supported through our embracing pastoral care approach and social skills programme. The Student Welfare Committee facilitates support for students, in consultation with teachers, parents, and specialist staff.

The success of this approach is reflected in the school opinion survey where up to 94.8% of parents indicated that they were Satisfied or Very Satisfied that their child is safe at this school. 89.5% of parents agree that their child is happy to go to this school.

Our child centred approach acknowledges children's strengths and teachers endeavour to take them forward from these strengths.

Involving parents in their child's education.

Camp Hill State Infants and Primary School has a long tradition of strong community spirit with positive home-school partnerships. Community support is evident across the campus in daily learning programmes supported by parent volunteers to school celebrations where family support can be measured in the hundreds (and thousands).

The school has a very active and supportive P&C Association which provides steerage to the implementation of the school Strategic Plan and in providing numerous additional programmes for all students – including a tuckshop (working under the Smart Choices programmes), OSHC programme, Swim Club, Chaplaincy Committee and Music support.

Parents also participate in regular communication with the school through the weekly school newsletter, class newsletters, individual student communication books, school parades (Primary on Monday and Infant on Wednesday), parent teacher information evening and parent teacher meetings. Parents are encouraged to take an active role with their child's learning and class volunteers are always welcomed. The school supports the shared role of parent and school in children's individual learning journeys.

The school provides a diverse range of opportunities for families to participate in student learning programmes and celebrations. These include:

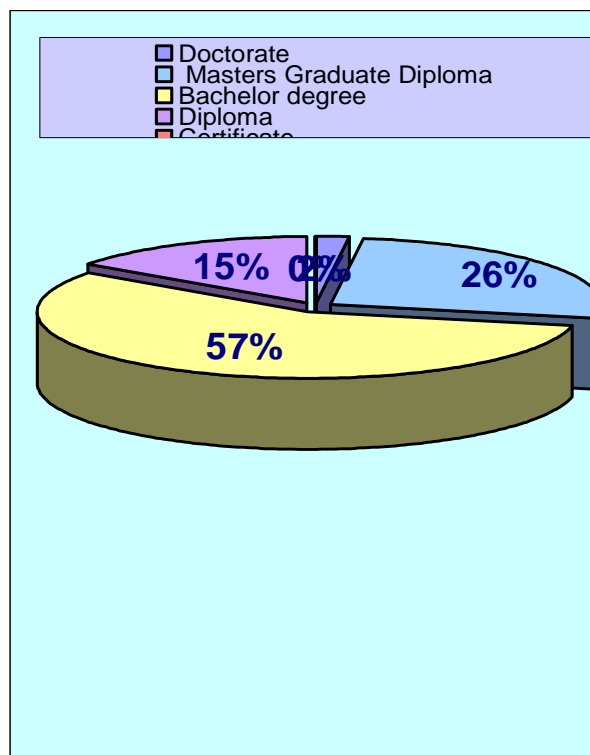
- 'Tea and Tears' sessions in the first week of the school year
- Fun Day in Under 8s Week
- Book Week celebrations
- Grandparents' Day
- Open Door Classrooms in both Early and Middle Years
- Learning celebrations at the end of a unit of work
- Workshops for parents
- Parent Information Sessions (ongoing throughout the year)
- Parent Teacher conferences (twice a year, or as required)
- Class, School and P&C newsletters
- Email Communication

In the school opinion survey 92.1% of parents indicated that they are Satisfied and Very Satisfied that school staff are approachable to talk about their child. 92.1 % of parents indicated that the school 'makes you feel welcome'.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters Graduate Diploma	14
Bachelor degree	30
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development.

In 2008, 96% of teaching staff participated in professional development. The total funding expended on teacher professional development in 2008 was \$32,204.00.

Major professional development initiatives in 2008 were:

- Inquiry Based Learning across the curriculum
- Reading Comprehension
- Whole School approach to Spelling
- Technology and ICT in teaching and learning
- Indigenous Perspectives – Crossing Cultures and Hidden Histories
- Early Years Literacy programmes
- Active staff networking opportunities – including staff on regional and district committees
- Indigenous Perspectives - *Crossing Cultures* and *Hidden Histories* workshops

Our staff profile

Average staff attendance	
Staff attendance for permanent and temporary staff and school leaders in 2008 was 96%.	
Proportion of staff retained from the previous school year.	
Staff retained from the end of the 2007 school year to the end of the 2008 school year was 96 %.	

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Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94 %.

Key outcomes

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

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	403	477	515
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 91	83	88
Writing	Average score for the school	412	455	520
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 92 %	84 %	80 %
Spelling	Average score for the school	375	461	515
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 91 %	87 %	83 %
Grammar and	Average score for the school	391	479	514
	Average score for Queensland	370.4	476.6	518.0

Performance of our students

Punctuation	For the school the percentage of students at or above the national minimum standard.	2008	91 %	87 %	86 %
Numeracy	Average score for the school		381	470	519
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	95 %	91 %	86 %

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	93%
Writing	91%
Number	91%

Value added
<p>In 2008, the Year 5 students maintained an average reading score above the Queensland mean from their 2006 results. A school focus during 2007 and 2008 on improving reading results contributed to this outcome. This focus entailed auditing school reading resources, investigating whole school approaches to reading and providing professional development for teachers. This trend has also been noted in our mathematics results.</p> <p>School results in Year 3 are noteworthy as we are <i>above the state mean in every area</i>. The results in year 5 and year 7 show a gap that is only slight. To achieve the goal of being above the state mean in all areas at all year levels, our emphasis is on building a highly skilled professional workforce, so that every child in every classroom is educated by excellent practitioners that can address the educational needs of every child. We have a school aim that 'every day, in every classroom, every child is achieving'.</p>

Parent, student and teacher satisfaction with the school

Camp Hill State Infants and Primary School has a very positive and cohesive school community which has a commitment to excellence in education for all. Individual student learning journeys are planned and scaffolded to ensure that each child achieves their potential in all learning areas.

Parents acknowledge that education is important and support their children in the school environment.

School data indicates that *our parents* reported

- 86.8% were Satisfied or Very Satisfied that 'this is a good school'
- 86.8% satisfaction that 'the teachers take an interest in their child'. No parents indicated dissatisfaction in this area.

Students reported that

- 82.7% were satisfied or very satisfied that 'this was a good school'.
- 80.2 percent of the students feel that they are getting a good education at this school. In the overall rating for all questions it was noted that between 10 and 53 percent of students made a neutral response.

Staff reported that

- 96% believe that 'this school is a good place to work'.
- 82.7% indicated that 'staff and community relationships were good'.
- 100% reported that they 'feel that they get on well with the students'.

Camp Hill State Infant and Primary School is a proud school where students, parents and staff report above state satisfaction with the school.