

Camp Hill State Infants and Primary School (1854)

Queensland State School Reporting

2012 School Annual Report



| | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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Principal's foreword

Introduction

I have much pleasure in presenting the 2012 School Annual Report. Camp Hill State Infants and Primary School (CHSIPS) takes pride in providing programs of Excellence in Education for all of our students. The school sets aspirational goals for all students and these are scaffolded for success. This ensures student engagement and attainment.

The school is well supported by our community. The community actively engages with the school and this ensures that partnerships between school and home are transparent, efficient and effective and hold the child as our central focus at all times.

CHSIPS celebrates inclusion and values the diversity and uniqueness of each learner. All school programs cater for diversity and provide every child with opportunities to stretch their learning potential.

In 2012 the school was awarded an *Education Queensland Metropolitan Region Showcase Award* for Leadership. Our school community continue to apply best practice, and international and national research, to our unique curriculum offerings.

The intent of this report is to provide parents and the community with a set of information that is common for all state and non-state schools in Queensland. It provides an overview of the highlights and successes for CHSIPS during 2012.

School progress towards its goals in 2012

In 2012 the school focused on the introduction of the Australian Curriculum, and C2C, as part of a robust and engaging curriculum. The school has a collective responsibility for the learning outcomes for EVERY student and celebrations were shared in all year levels and learning programs.

The other key focus areas included:

- Implementation of CHSIPS Engaging with Asia and Asian Cultural Understanding and the teaching of Mandarin (Prep and Years 5 – 7)
- Development and implementation of CHSIPS Placemat. This is framed by the Marzano Art and Science

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of Teaching Instructional Leadership, Habits of the Mind and Asian Understanding.

- Implementation of CHSIPS e-Learning Plan
- Implementation of CHSIPS Professional Development Matrix
- Review of the School Vision
- Extension of the Coaching Model with identified Lead Teachers–Coaching

The outcomes from this Explicit Improvement Agenda have included:

- Increased professional capacity and confidence in a highly experienced teaching cohort
- Improved outcomes in all learning programs
- Demonstrated gains in collegial Mentor Programs across campus
- Increased engagement with ICT–aligning school practice with Learning Place and ICT drivers in curriculum
- Extension of the CHSIPS Step Up program to scaffold and stretch all learners (Years 2 – 7)
- Engaging with Brisbane School of Distance Education and the Project 600 Maths Extension Program

Future outlook

Camp Hill State Infants and Primary school has set a clear improvement agenda for teaching and learning. The Marzano Art and Science of Teaching framework enables all school operations to be delivered through an informed research base and for the consolidation of programs and practices in an explicit manner.

The school future focus is:

- **Evaluation Model**
 - **Review of CHSIPS Placemat to align with Marzano Leadership**
 - Implement Project 2013 (funded by Empowering Local Schools Network)
 - Continue with Coaching model (funded by National Literacy and Numeracy Partnership)
 - Introduce Lead Teachers ICT and Coaching
 - Implement Early Start program (ACARA)
 - Review school Assessment and Reporting Framework in line with Australian Curriculum, and C2C, and the introduction of formal reporting in Prep years (2103).
 - Extend CHSIPS Step Up program to Numeracy – Problem Solving
 - Embed Marzano Goal Setting (staff and students), Attainment and Proficiency Scales for English and Numeracy and Formal Feedback
 - Implement Science (C2C – 2013) and Geography (C2C 2014) curriculum. Audit current resources, knowledge and capacity to align with the new curriculum
 - Extend the teaching of Mandarin to all year levels (2013)
 - Extend the Habits of the Mind program to ensure consolidation in teaching and learning across campus
 - Introduce the Read It Again Program to Prep (2013)
 - Extend the links between Camp Hill C&K and CHSIPS

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 745 | 348 | 397 | 96% |
| 2011 | 779 | 351 | 428 | 97% |
| 2012 | 782 | 356 | 426 | 97% |

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

Characteristics of the student body:

Camp Hill State Infants and Primary School (CHSIPS) is situated in the inner Eastern suburbs of Brisbane. The school community has a strong profile as one that is both caring and inclusive. The school community is often referred to as 'a small country town in a large city'. The community has numerous connections to support each other. Our students enjoy the (considerable) facilities (e.g. parks, ovals, playgrounds) available at both the school and in our immediate community.

The family composition represents the general Australian profile (with a proportion of children having two or more family addresses). Enrolment continuity is high (97%) with students continuing from Junior Campus (Prep to Year 2) to Senior Campus (Years 3 – 7) for primary years of schooling.

The community predominately identifies as Christian, non-indigenous and from (at least) second generation Australian background. The school provides programs for students who identify as non-English speaking; Indigenous or who may be in the Care of the State. The school has a Special Education Program (SEP) supporting students diagnosed with either Autism Spectrum Disorder (ASD); Intellectual Impairment (II) or Speech Language Impairment (SLI). The school prides itself on the inclusivity of the campus. The P&C operate an Out of School Hours Care (OSHC) program for students from Prep to Year 7. The program includes Before and After School Hours Care and Vacation Programs.

Average Class sizes

| Phase | Average Class Size | | |
|------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 23 | 24 | 23 |
| Year 4 – Year 10 | 25 | 25 | 25 |

Our school at a glance

School Disciplinary Absences

Camp Hill State Infants and Primary School has a commitment to ensuring that our school provides a safe and supportive learning environment, where teaching and learning is valued and respected.

All CHSIPS students participate in the Habits of the Mind Program which supports EVERY child in developing skills to OWN their behaviour. Every student is aware that there are consequences for all behaviour – positive or negative. Consequences are consistent and transparent.

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 28 | 23 | 17 |
| Long Suspensions - 6 to 20 days | 2 | 1 | 2 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings include the effective implementation, by a confident and skilled professional team, of the Australian Curriculum and EQ Key Learning Area programs embedded with differentiation (planning, assessment and reporting) to cater for the learning needs of all students.

The embedding of Asian Cultural Understanding and the teaching of Mandarin (Prep and Years 5 – 7) have added a rich understanding and knowledge base for all students.

Programs to address the learning needs of all learners include: Step UP, Launch into Literacy, Focus on Learning, Stretch programs as well as Music, Physical Education, Habits of the Mind, LOTE (Mandarin), Literacy Busters and our full range of programs to meet the learning needs of our students identified with disabilities.

Extra curricula activities

With large grounds and numerous facilities (including ovals, School of Arts Hall, Multipurpose Hall, cricket pitches, tennis courts, adventure playgrounds etc.) the school is able to offer a wide range of extra-curricular programs. These include:

- Aerobics (National and State champions)
- Dance (National and State champions)
- Instrumental Music
- Orchestral Band
- Strings Ensemble

Our school at a glance

- Junior and Senior Choirs
- Ukulele Group
- Camps:
 - Year 5 (Local leadership)
 - Year 6 (Canberra)
 - Year 7 (Leadership)
- After school Chess program
- After school Mandarin program
- Goju Karate
- Taekwondo
- Indoor Soccer
- Academic Competitions (University of New South Wales)
- Gifted Education programs
- Interschool Sport
- Bi-annual School Musical
- Bi-annual Spring Celebration of the Arts
- Royal National Show competitions (Brisbane)

How Information and Communication Technologies are used to assist learning

CHSIPS students have numerous opportunities to use ICT's in their learning programs. All classrooms are fitted with Interactive Electronic Whiteboards and Ipevos. Students' access the computer lab, laptops, iPads and iPod's in their learning programs. All classrooms have digital cameras as part of their resources for reporting.

The school has undertaken an audit of ICT requirements for the C2C programs and is matching both student and teacher skills and knowledge to curriculum requirements. Teachers have been supported to achieve their ICT Pedagogical Licenses and work with ICT Mentors.

ICTs are integrated across all learning areas (including specialist lessons).

The school has developed a CHSIPS eLearning Plan which identifies Immediate, Medium (2 years) and Long (5 years) term goals. The establishment of a Lead Teacher ICT will cater for the unique needs of ALL teachers on campus.

Social climate

The CHSIPS school community is highly supportive of the Habits of the Mind program that our entire student group participate in during the school year. This program embeds a strong sense of personal 'ownership' for behaviour and a strong belief in self. It also teaches and reinforces personal attributes such as Resilience, Persistence and Flexibility.

The school has a school wide Positive Behaviour Support program that supports a positive approach to behaviour development.

The school community report (in both systemic data and more importantly in their attitudes and beliefs) that the school is a Safe and Happy place where the parents are happy to send their children and students are keen to attend.

Our school at a glance

As an inclusive school we accommodate the learning needs of all our students in a safe and supportive school environment. Our students are committed to owning their behaviour and acknowledge that they have both Rights and Responsibilities.

The school has a Welfare and Wellness Committee that supports student, and family, needs that may identify during the year. We have the support of a very experienced Developmental Guidance Officer and work closely with other government, non-government, and private providers to support our students.

The CHSIPS Local Chaplaincy Committee works closely with our school Chaplain. Chappy Malcolm works at school 4 days a week. His work is highly regarded by our community.

Parent, student and staff satisfaction with the school

The satisfaction within the CHSIPS school community is evident in our data and in the close and valued links between home and school. Students report being proud of their school and associations are maintained long after students leave primary school-there is a strong and positive 'past CHSIPS student' culture.

Performance measure *(Nationally agreed items shown*)*

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|------------------------------------------------------------------------------------------------|-------------------|
| their child is getting a good education at school | 96.9% |
| this is a good school | 96.9% |
| their child likes being at this school* | 100.0% |
| their child feels safe at this school* | 100.0% |
| their child's learning needs are being met at this school* | 96.9% |
| their child is making good progress at this school* | 96.9% |
| teachers at this school expect their child to do his or her best* | 96.9% |
| teachers at this school provide their child with useful feedback about his or her school work* | 93.8% |
| teachers at this school motivate their child to learn* | 93.8% |
| teachers at this school treat students fairly* | 100.0% |
| they can talk to their child's teachers about their concerns* | 96.9% |
| this school works with them to support their child's learning* | 90.6% |
| this school takes parents' opinions seriously* | 90.3% |
| student behaviour is well managed at this school* | 96.9% |
| this school looks for ways to improve* | 93.5% |

Our school at a glance

this school is well maintained*

96.9%

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 [#] |
|---------------------------------------------------------------------------|-------------------|
| they are getting a good education at school | 98.2% |
| they like being at their school* | 95.6% |
| they feel safe at their school* | 93.8% |
| their teachers motivate them to learn* | 98.2% |
| their teachers expect them to do their best* | 98.2% |
| their teachers provide them with useful feedback about their school work* | 96.4% |
| teachers treat students fairly at their school* | 82.7% |
| they can talk to their teachers about their concerns* | 89.0% |
| their school takes students' opinions seriously* | 89.6% |
| student behaviour is well managed at their school* | 80.4% |
| their school looks for ways to improve* | 98.2% |
| their school is well maintained* | 92.8% |
| their school gives them opportunities to do interesting things* | 97.3% |

Performance measure (Nationally agreed items shown*)

| Percentage of school staff who agree: | 2012 [#] |
|----------------------------------------------------------------|-------------------|
| that they have good access to quality professional development | 91.0% |
| with the individual staff morale items | 98.8% |

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The Camp Hill State Infants and Primary School (CHSIPS) community is very active and inclusive.

The school motto – Together We Achieve – is the cornerstone of all school operations. The partnership between school and community is pivotal to the success of all school operations. This partnership is valued by all.

Family members support the school community through a raft of programs, including: P&C Committee (Executive and key groups: Out of School Hours Care {OSHC}; Canteen; Uniform Shop; Crocs Swim Club; Fund Raising committees); Local Chaplaincy Committee; Classroom volunteers; Running Club and numerous target programs throughout the school.

The school also provides strong electronic communication with our families and numerous classrooms have Ed Studios for ease of information access.

The school provides Information Sessions on pertinent topics for our community. The Chaplaincy Program also hosts an annual Parent Information Session on a topic identified by the parents (in 2012 it was 'Raising Boys').

Parents are encouraged to be active participants in their child/ren's learning journey and communication between home and school tracks each child's attainments.

CHSIPS takes pride in being an inclusive school community and our community places value on inclusive practices.

Our families support both the school and each other and there is a very strong community culture – we are indeed, "a small town in a big city". And we are proud of our community.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school Environmental Club has worked closely with the school community to increase awareness of the school environmental footprint. The use of air-conditioners on the Senior Campus has a significant impact on the usage of electricity. While this is being managed, it is an essential component of having classrooms sited near a main road (the air-conditioners emoliate the impact of traffic fumes, etc. on the community). The school has both solar and gas heating and has a recycle policy for disposables.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 189,603 | 4,325 |
| 2010-2011 | 250,245 | 3,151 |
| 2011-2012 | 236,300 | 3,532 |

Our staff profile

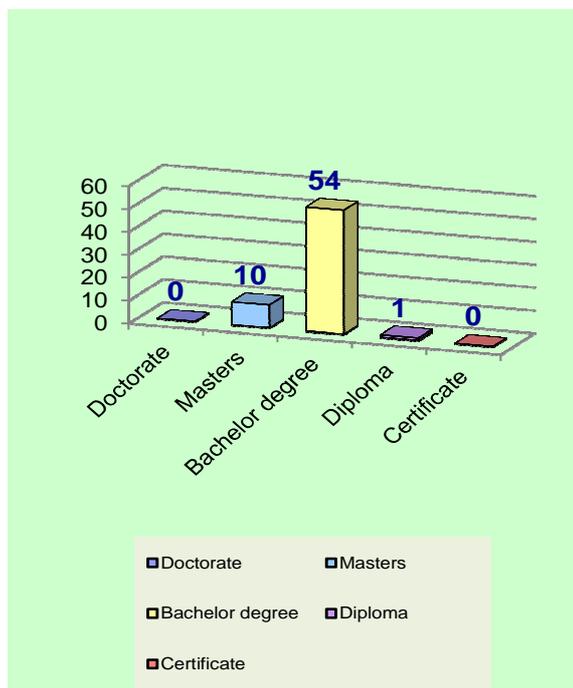
Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 65 | 36 | <5 |
| Full-time equivalents | 52.5 | 19.7 | <5 |

Schools will report on the qualifications of classroom teachers and school leaders employed at the school, based on those staff employed at the end of Term 4 each year. Qualifications should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---------------------------------------------------------------|
| Doctorate | 0 |
| Masters | 10 |
| Bachelor degree | 54 |
| Diploma | 1 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$36,800.

The major professional development initiatives are as follows:

- The school has adopted the Marzano's Art and Science of Teaching framework and has provided significant training for all staff – including key staff participating in the 5 day Leadership Program.
- All staff participated in Marzano professional development sessions (Twilight Sessions).
- Professional development also focused on:
 - Introduction of the Australian Curriculum and C2C
 - Functional Grammar
 - Data Collection and Assessment of Reading
 - Continuation of the Coaching Program and increasing the program to include Lead Teacher Mentors.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

| Average staff attendance | 2010 | 2011 | 2012 |
|------------------------------------------------------------------------|------|------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 96.4% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.9% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Performance of our students

Key student outcomes

| Student attendance | 2010 | 2011 | 2012 |
|--------------------------------------------------------------------------------------|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 95% | 94% | 95% |

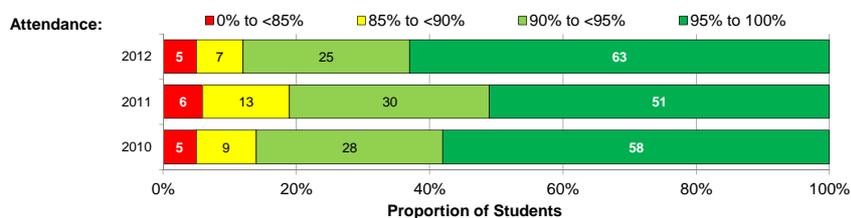
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2010 | 94% | 95% | 93% | 95% | 97% | 95% | 96% |
| 2011 | 94% | 95% | 95% | 93% | 93% | 95% | 94% |
| 2012 | 95% | 95% | 95% | 96% | 96% | 96% | 94% |

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

At CHSIPS all class rolls are marked daily and recorded into OneSchool by an administration officer each week. Late arrivals and early departures are recorded at the school administration offices and then loaded up onto OneSchool. Notes are forwarded to the class teacher for individual student files.

All unexplained absences, or prolonged absences, are audited by a member of the school administration team according to Education Queensland SMS-PR-029: Managing Student Absences and SMS-PR-036 Roll Marking in State Schools.

Parents or students who have issues related to attendance are supported by a referral to the school Student Welfare and Wellness Committee. The school Guidance Office has taken an active role in supporting families identified as requiring additional support. In 2012 the school identified a student who presented as a School Refusal and support was obtained for the student and their family.

Performance of our students

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.

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 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

There are a small percentage of students who identify as Indigenous at Camp Hill State Infants and Primary School.

In 2012 performance measures in Literacy and Numeracy indicate some positive movement in closing the gap between Indigenous and non-Indigenous students as measured in the Mean Scale Scores for NAPLAN. All Indigenous students are provided with Literacy/Numeracy programs to support their learning journey, as well as inclusion in Step Up and other Stretch programs.

Absence data for the gap between Indigenous and non-Indigenous students is also closing. Any absence is monitored, and where applicable supported, by a member of the school administration team. Wrap around support is provided as a need is identified.