Camp Hill State Infants and Primary School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

The School Annual Report for 2014 provides a summary of key responses undertaken by the school in its delivery of the school's 2014 Annual Implementation Plan and budget. It is also an opportunity to recognize and celebrate the many positive events and achievements that occurred during 2014. In 2014 Camp Hill State Infants and Primary School (CHSIPS) became part of the DETE Independent Public School program.

School progress towards its goals in 2014

The 2014 Annual Implementation Plan (AIP) goals included:

Goal	Progress to goal
Focus on Reading across the curriculum:	
Professional Development for all teachers on Marzano's strategy for student engagement and practice and understanding.	Implemented
Coaching on Marzano instructional scales (Coach to demonstrate; observations; conferences and	Implemented

reflective assessment) for all class teachers.	
Mentoring for teachers in embedding ICT across the curriculum	Implemented and extended into 2015
Proficiency Scales for key learning areas and align to student goals. Regular use of WALT, WILT and TIB strategies	Ongoing ongoing
Continue implementation of suite of academic enrichment programs in key learning areas: Year 3 and 5 Step Up in Reading; Year 2 and 4 Step Up in Numeracy; Solid Pathways (Indigenous on-line course); Year 1 Read it Again; Year 2 Focused Teaching in Literacy and Prep Read it Again; U2B Math (Year 4).	Implemented and extended into 2015
Introduce the Reading to Learn program across campus.	Ongoing – extended to 2015 for all class teachers to complete the training
Writing: Professional Development in Seven Steps of Writing (Jen McVeity) Instructional Rounds for professional collaboration. Review school spelling program (Word Journeys)	 Implemented Ongoing Ongoing
Numeracy: Implement Year 2, 4 and 6 Impact Maths program	 Implemented
Use Problem-Solving Thinkboards in classrooms	Implemented
Year 5 on-line Project U2B	Implemented
Mentor Tree – Mental computations	Implemented
Science: Continue participation in Scientist in Schools program	 Implemented
Develop investigation planners and scientific literacy charts	Implemented
Year 5 and 6 Science camp	Ongoing
Celebration of Science program	Implemented
Middle Years students mentoring Early Years students in Scientific investigation	Implemented
Attainment: Review targets for key learning areas across all year levels	 Implemented
Participate in DETE Early Years program	Implemented

Implement Step Up IMPACT Maths program	Implemented
Continue Step UP Literacy program	Implemented
Continue Early Phase of Learning Reading team	implemented
Transition:	
Implement Year 6 and 7 Transition to High School (Flying Start) program	Implemented
Continue with pre-prep to Prep transition programs for all students and individual programs for students identified with additional support needs.	Implemented
Continue Year 2 – 3 Transition program	implemented
Capacity building	
Support aspirational teachers professional development (including DETE Metropolitan Aspiring Leaders program)	Implemented
Support teachers to become DETE Beginning Teachers Mentors	implemented
Understanding Asia	
Continue the teaching of Mandarin in Years 1 – 7	Implemented
Continue Understanding Asia program Prep to Year 7	implemented

Future outlook

The core priorities for 2015 include:

1. Reading
   - Introduction of Reading to Learn (R2L) program – mentor and professional development for teaching staff
   - Mentoring in ICT to engage with reading (e.g. Year 1 e-books and movie)
   - Proficiency scales for all English units
   - Regular use of WALT, WILT and TIB strategies
   - Suite of intervention/stretch programs including: Step Up; Year 1 Intensive Read it Again program; Year 1 Oracy program; Prep Read it Again; Year 2 Focused Teaching
2. Writing
   - Implement Seven Steps to Writing
   - Phased implementation of R2L program and analysis
   - Moderation in all year levels and across junctures
   - IMPACT Writing – year 4 boys
   - Goal setting
   - Review Word Journey program across campus
3. Numeracy
   - Step Up (Years 2,4 and 6) IMPACT Maths (Problem Solving in Number)
   - Year 5 students to participate in Metropolitan Upper 2 Bands (U2B) program
   - Extension of higher order thinking skills resources to support problem solving across campus
4. Science
   - Continue with the Scientist in Schools program

- Continue to work with Cavendish Road State High School Science extension program – Science Club and Challenge Days
- Students to participate in STAQ program
- Develop investigation planners and scientific literacy charts to embed elements of an enquiry approach to science
- Year 5 and 6 camps to include Science programs (e.g. visit to CSIRO, Questacon National Science and Technology Centre, Star Labs)

5. Attainment
   - Revise and implement CHSIPS Assessment and Reporting Schedule
   - Review Targets for all KLA (all year levels)
   - Data analysis: professional development for all staff, Data Conversations with all class teachers, data integration
   - Participation in DETE Early Start program
6. Transition
   - Develop Camp Hill Early Childhood Network with pre-prep agencies (C&K and Day Care)
   - Continue to develop transition programs with State High Schools
   - Develop Pre-prep to Prep transition programs for students with identified support needs (including disability)
   - Develop Information Session programs for parents at transition junctures
7. Attendance
   - Support Every Day Matters program across campus
   - Administration team to work with families identified with challenges to attendance
8. Closing the Gap
   - Participation in DETE Solid Pathways program
   - Develop Individual Learning Plans (ILP) where appropriate
9. Capacity Building
   - Continue with Mentor Trees Professional Learning Community program
   - Support aspiring leadership program
   - Participate in Beginning Teachers Mentor program
10. Review school Communication processes
11. Upgrade ICT connectivity and access across campus
    - Implement wireless upgrade program
    - Upgrade school Multipurpose Hall for ICT functionality
12. Review Camp Hill G&T programs and processes

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	782	356	426	97%
2013	790	368	422	97%
2014	833	389	444	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 and has an Enrolment Management Plan. The school has a recognized strong identity that is both caring and supportive and CHSIPS is known as a 'small country town in a large city'. It is a culture that is reflected across all members of our school community.

Our community is very stable in continuity across year levels and is highly inclusive to diversity based on ethnicity, cultural and religious background. We have a small Indigenous population within our community.

The family composition represents the general Australian profile with increasing enrolments from students from overseas – from Finland to Thailand. We welcome our families from non-English speaking backgrounds and provide programs to support students acquire English language skills.

The school has a Special Education Program (SEP) that supports students identified with disabilities in the categories of: Intellectual Disability; Autistic Spectrum Disorder and Speech Language Disability. Inclusion in this program is based on DETE criteria.

The school also has a large Out of School Hours Care (OSHC) run by our Parent and Citizens committee. The OSHC has a strong reputation amongst both Educational and OSHC communities and is held in high regard by our community. Students access Before, After School and Holidays programs.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	25
Year 4 – Year 7 Primary	25	24	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	17	34	13
Long Suspensions - 6 to 20 days	2	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Camp Hill school community have set a high bar for behaviour which is based on the CHSIPS Four Behaviour Expectations: Commitment, Cooperation, Courtesy and Consideration. The school has a strong focus on positive behaviour support and encourages every member of the school community to 'own their behaviour'. Behaviour is managed in a consistent and proactive manner with consequences being aligned to all behaviours (positive and negative). Celebrations are frequent.

Curriculum offerings

Our distinctive curriculum offerings

Camp Hill State Infants and Primary School (CHSIPS) Pedagogical Framework is based on Marzano's *Art and Science of Teaching* and Jim Knight's *The Big Four.* The framework is founded on both international research and best practices. The school has introduced school wide pedagogical practices (including The *Seven Steps to Writing* in 2014 and the *Reading to Learn* program in 2014/15) that are supported by Curriculum Coach and Teacher Mentors to ensure consistency of practice within a strong professional learning community.

In 2014 the school curriculum offerings, focused on academic excellence that included:-

- *Understanding Asia* (Prep to Year 7) and *Mandarin* (Years 3 – 7)

- *You Can Do It* (Prep) and *Habits of the Mind* program (Years 1 – 7)

- *Step Up* programs in Literacy (Reading) and Numeracy (Problem Solving in Number) for all students in Years 2 – 7 alternately across both semesters.

- Scaffold academic programs including: *Launch in Language*; *Read it Again*;

- Individual programs for students identified as requiring additional support

- *English as a Second Language* program

- *Scientist in Schools* program;

- Extension programs including Robotics and Construction Club

- Integration of Information and Communication Technologies in curriculum delivery (including our exciting e-books and movies in Year 1)

- Online learning programs: *Solid Pathways* (Indigenous) and *Impact Math's* (Year 4)

- Musical programs: classroom music programs (Prep to Year7); Junior, Intermediate, Senior and Boys Choirs; Strings Ensemble; Concert Band, Recorder and Ukulele groups.

- Interschool sports program

- Camping program (Year 5, 6 and 7)

Extra curricula activities

Camp Hill offers a diverse range of extra-curricular programs that include:

- Co-curricular: Chess; Robotics; Construction Club; Investigating Science Club;

- Sports: Aerobics/Dance/Glee teams (which achieved numerous National and State awards) for both boys and girls; soccer; AFT; swimming (including Squad and Learn to Swim); Futsal; Taekwondo and Judo; cricket and football; Run Club and Fit Kids program (athletics).

- Participation in National competitions

- Cultural: Understanding Asia

- Religious Education (optional for students in Years 1 – 3)

- Extension programs for students identified as Gifted

How Information and Communication Technologies are used to assist learning

Camp Hill State Infants and Primary School is committed to facilitating the development of accomplished, autonomous learners who purposefully engage in the creative use of ICT to:

- Communicate effectively

- Work cooperatively and collaboratively

- Critically appraise, manage and use information in an informed manner

- Develop higher order thinking skills

- Embedded learning across several domains

Camp Hill teachers facilitate engagement by providing students with explicit instruction on how to read and learn from digital text, incorporating an understanding of digital grammar and the development of a shared metalanguage through which teachers and students work collaboratively and cooperatively to achieve shared (aspirational) goals.

Camp Hill students from Preparatory year to Year 7 are offered opportunities to extend their learning through a raft of digital devices. Programs have included (but not limited to): Year 1 e-learning books and videos; embedded digital learning platforms; use of Ipads; laptops; ipebos; Apple TV; interactive whiteboards in all learning areas; Apps including Bookmaker and a vast range of extension programs (Study Ladder and Spelling City) and Computer Classsroom; digital cameras; computer lab and mobile lab and learning hub (Senior campus).

The school is currently upgrading the school network under a three year plan. Increased access and speed of the net has been a priority for the school.

Social Climate

Camp Hill State Infants and Primary School has a strong community identity and school spirit. All members of our community take pride in identifying with the school and the school Annual School Opinion data reflects these opinions.

The school set a high bar for behavior and our community (students, parents, staff and families) are committed to the expectation that students will, at all times, 'own their behavior' and that all behavior is either rewarded or have consequences assigned in a consistent and transparent manner. The school Expectations of Behavior: Commitment; Cooperation; Courtesy and Consideration are branded throughout the school and are the foundations of rewards for all students.

All students (Prep to Year 7) participate in the social skills programs 'You Can Do It' or 'Habits of the Mind'. These programs actively develop the social skills of active, informed and successful members of the 21 century.

At Camp Hill all students are encourage to 'have a go' in all curriculum and extra-curricular activities and are well supported by their teachers and peers. Acknowledging and recognizing achievements are regular celebrations across campus.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	94%	99%
this is a good school (S2035)	97%	100%	99%
their child likes being at this school* (S2001)	100%	94%	98%
their child feels safe at this school* (S2002)	100%	100%	99%
their child's learning needs are being met at this school* (S2003)	97%	94%	97%
their child is making good progress at this school* (S2004)	97%	94%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	94%
teachers at this school motivate their child to learn* (S2007)	94%	94%	95%
teachers at this school treat students fairly* (S2008)	100%	94%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	89%	98%
this school works with them to support their child's learning* (S2010)	91%	88%	96%
this school takes parents' opinions seriously* (S2011)	90%	100%	93%
student behaviour is well managed at this school* (S2012)	97%	100%	95%
this school looks for ways to improve* (S2013)	94%	94%	95%
this school is well maintained* (S2014)	97%	100%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	99%	98%
they like being at their school* (S2036)	96%	96%	97%
they feel safe at their school* (S2037)	94%	97%	98%
their teachers motivate them to learn* (S2038)	98%	99%	97%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
teachers treat students fairly at their school* (S2041)	83%	92%	96%
they can talk to their teachers about their concerns* (S2042)	89%	86%	97%
their school takes students' opinions seriously* (S2043)	90%	93%	90%
student behaviour is well managed at their school* (S2044)	80%	88%	92%
their school looks for ways to improve* (S2045)	98%	100%	100%
their school is well maintained* (S2046)	93%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	96%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		91%	98%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		100%	98%
staff are well supported at their school (S2075)		94%	98%
their school takes staff opinions seriously (S2076)		96%	98%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		96%	98%
their school gives them opportunities to do interesting things (S2079)		96%	98%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The Camp Hill school motto of 'Together we Achieve' clearly states the value of home-school relationships and communication. The home-school partnership is at all times focused on the Camp Hill student.

In 2014 our parents and care-givers supported numerous programs across campus. These included:

- P & C committee (Business units: Out of School Hours Care; Uniform Shop and Tuckshop and Operations Manager) and sub-committees (Fundraising { a large and committed group of supporters}, Swim Club; Music Group; Green Team and Run Club)

- Our energetic Fete Committee

- Chaplaincy Committee (LCC)

- Classroom Parent Representatives (for each class and with two Coordinators)

- School Musical support team

- Aerobics/Dance and Glee Support Team

- Classroom program volunteers

- Focused support volunteers

Camp Hill community is united in providing all students with a quality educational pathway of rich learning experiences.

Reducing the school's environmental footprint

Continued enrolment growth and air conditioning of classrooms on the Senior campus, (as part of the school noise abatement program), impacted upon the demand and consumption of power. The school has a keen Eco-kolas team who are a group of students and staff who have taken a proactive role in monitoring and reviewing school sustainability practices. The reduction in the use of water has been a highlight of their intervention programs.

The school continues to monitor the use of power across the two campuses.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	236,300	3,532
2012-2013	253,574	4,208
2013-2014	274,035	3,057

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	65	40	<5
Full-time equivalents	52	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.**	4
Masters	7
Doctorate	0
Total	**65**
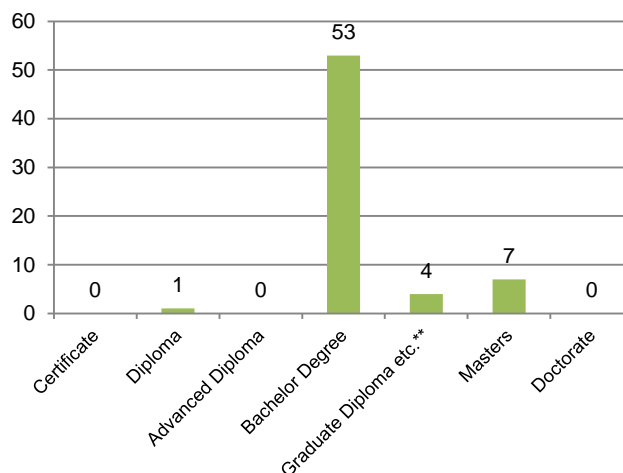
*Teaching staff includes School Leaders

**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 2014 were $35609.24.

The major professional development initiatives are as follows:

- Reading to Learn (R2L)
- Literacy Coach
- Lead Teachers: R2L; ICT; Literacy
- Seven Steps to Writing
- Dyslexia
- Cracking the Code
- Numeracy
- ICT
- Habits of the Mind
- Coaching

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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

[   ] [GO]

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       [SEARCH]

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

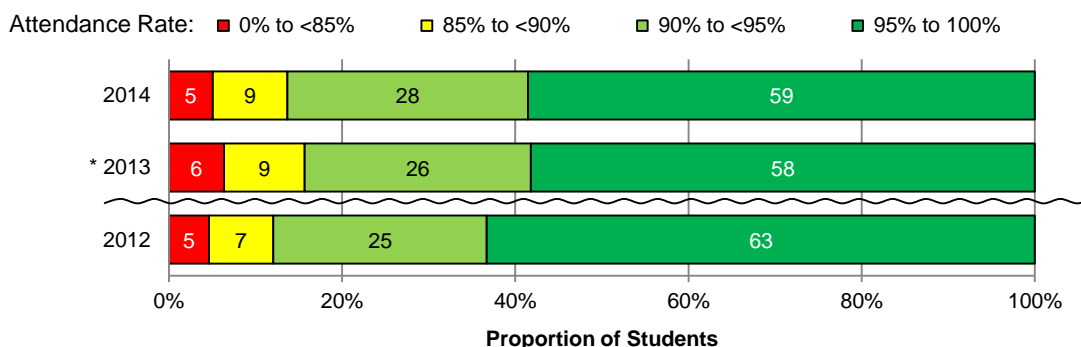| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	**95%**

The overall attendance rate in 2014 for all Queensland Primary schools was **92%.**

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
2012	95%	95%	95%	96%	96%	96%	94%
2013	94%	94%	95%	94%	95%	92%	95%
2014	94%	94%	95%	95%	95%	95%	93%

DW = Data withheld to ensure confidentiality.

Queensland
Government

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	5	9	28	59
* 2013	6	9	26	58
2012	5	7	25	63

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked electronically twice a day, with both late arrivals and early exits electronically loaded onto individual students files daily.

All unexplained, or prolonged, absences are audited by a member of school administration according to Education Queensland's policy.

Students who have issues with attendance are supported by referral to the Student Wellness and Wellbeing Committee for consideration of strategies to support confident and regular school attendance. Where necessary the school administration does access the school Guidance Officer for support and advice.

The school supports DETE '*Every Day Counts'* program.

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.**

Find a school

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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

The school has a relatively small percentage of students who identify as Indigenous.

This small percentage impacts upon the analysis of data, (for example there may be only one student identified as Indigenous in a year level), which makes reporting on quartile performance difficult when attempting to maintain the privacy of the student.

The school has participated in the regional *Solid Pathways* program which provides on-line extension programming for high achieving Indigenous students. Feedback has been very positive and the school will continue to participate in this program in 2015.