



Camp Hill State Infants and Primary School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	676 Old Cleveland Road Camp Hill 4152
Phone	(07) 3900 9333
Fax	(07) 3900 9300
Email	principal@camphillipss.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"> the My School website the Queensland Government data website the Queensland Government schools directory website.
Contact person	Deborah Driver, Principal



From the Principal

School overview

Camp Hill State Infants and Primary School (CHSIPS) was established in 2006 with the merger of Camp Hill State Primary School (established in 1926) and Camp Hill State Infants School (established 1951). Our school, CHSIPS, while relatively new, combines the proud histories and traditions of two schools that have well deserved reputations for providing excellence in education to students over numerous generations.

Camp Hill State Infants and Primary School is located in the eastern suburbs close to the inner city and easily accessible by local transport. CHSIPS is set on spacious grounds (6.7 hectares) with sporting fields, ovals (Junior and Senior), heated swimming pool, cricket pitches, adventure playgrounds, multipurpose hall (2009) and a large school owned community hall (Camp Hill School of Arts).

The school motto of "Together we Achieve" reflects the strong commitment, and partnership, between home and school to encouraging every child to reach their full potential while developing social responsibility and the attributes of Life Long Learners. Our campus provides a safe, inclusive, supportive and caring environment offering high quality learning for students from Preparatory Year to Year 6. The schools Expectations of Behaviour, (Courtesy, Commitment, Consideration and Cooperation) are embedded across our campus. The strategies of the You Can Do It and Habits of the Mind are immersed throughout all areas of the curriculum encouraging all students to be active and reflective learners.

The school focuses on teaching and learning programs supported by information communication technologies for the 21st Century. Differentiated programmes to meet individual students learning needs include: Enrichment and Extension; programs for students with disabilities and those with individual learning requirements. Extra curricular extension programmes including musical, sporting, cultural and leadership programs are offered to all students. Mandarin is taught in all classes Prep to Year 6.

The school Parents and Citizens committee provides an Out of School Hours Care Program (Before and After school and Vacation programmes) for 200 students on campus. The OSHC program is based on Nature Play and has been recognised for its exceptional programs for all students.

In keeping with the high regard that the school is held in by both educational and the local community, the school continues to maintain its commitment to developing all children to their full potential. Our school celebrates individuality and encourages students to be active and ethical Leaders in the Twenty First Century.

School Improvement Priorities 2018

Improvement priority: *To ensure all students receive an inclusive and quality education that promotes life-long learning.*

Actions: To build a whole school approach to inclusive practices	Targets	
All teachers and teacher aides in the school complete the on-line Disability Standards professional development	100%	Ongoing with new to school staff
In-service professional development to strengthen inclusive practices in the school context		Ongoing and extended
In-service professional development to enhance teacher knowledge and strategies around differentiation and adjustments		Ongoing
Develop inclusive practices school policy including the development and implementation of Individual Curriculum Plans (ICPs)		completed
Actions: Recording of reasonable adjustments on OneSchool		

Teachers to record on OneSchool all reasonable adjustments via class groupings and/or personalised learning tab.	100%	Completed and ongoing
Support provisions to be documented on OneSchool for all students with a disability	100%	Completed and ongoing
All students with a disability will have an Individual Education Plan (IEP) documenting individual student adjustments	100%	Completed and ongoing
All teachers in curriculum planning meetings will identify the adjustment required to unit plans to meet student individual and/or group needs	100%	ongoing
Actions: Focus on the literacy demands for all students		
Students who are at least 12 months or more below their peers in English and Mathematics will have an Individual Curriculum Plan (ICP)	100%	Completed and ongoing
All parents will be consulted in the development and implementation of an ICP	100%	Completed and ongoing
Strategy		
Actions: Embed inclusive Professional Learning teams	Targets	
Special education teachers (SEP) will take part in all year level curriculum planning meetings		Completed and ongoing
SEP teachers will also plan collaboratively with identified class teachers to consolidate adjustments for SWD across learning programs		Completed and ongoing
Data Schedule will identify the collection, analysis and response to learning attainments for students with disabilities		completed

Improvement priority: To increase percentage of students achieving the U2B in Writing in Years 3 and 5 NAPLAN by 5%

Actions: Building a whole-school approach to writing		
Introduction of a Daily Quick Write to build writing stamina and to reinforce all aspects of the writing cycle e.g. planning, writing and editing.	All teachers	consolidating
Whole-staff PD provided to introduce the Daily Quick Write process and to support organisation and practice.	All teachers	completed
Provision of supporting materials and resources for Years 3-6.	Years 3-6 Class teachers	ongoing
Actions: Understanding quality teaching based on data analysis and discussion.		
HOC and Coach analysing writing data (writing samples) and identifying implications for practice.	All teachers	Consolidating and ongoing
HOC and Coach undertaking Curriculum Conversations to share observations and clarify and revisit how writing performance can improve through quality literacy teaching.	Conversations with 100% of teachers	Ongoing

Class teachers to provide regular feedback to students.	All teachers	ongoing
Actions: To continue to build teacher capability in the teaching of writing		
Key Teachers-support the development of writing through modelling and demonstrating alongside class teachers in Years 3-5	All teachers in Years 3-5 supported	Consolidating
Coach facilitates the writing process within the school and specifically coaches teachers in P-2.	All staff to embrace a culture of literacy improvement	Consolidating
HOC undertakes regular collection of writing samples for Moderation.	All teachers	Ongoing

Improvement priority: *Introduce Design Minds to support Higher Order Thinking Skills and Critical and Creative Thinking Capabilities in students from Prep to Year 6*

Actions: Increase staff knowledge of Higher Order Thinking Skills (HOTS) and Design Minds by developing Professional Learning Community		
KeyTeacher/HOTS (Higher Order Thinking Skills) to provide whole of school PD on HOTS and the Design Minds model.	All teachers	Consolidating
Key Teachers to share knowledge and experiences and facilitate engagement and understanding in the capacity building of school staff.	Key teachers and Mentor partners	Ongoing
Actions: Key Teacher HOTS to provide whole of school professional development in three phrases across the year:		
1. Design Minds process using Maths and Art as an instructional point. 2. Use of MAKER space with the introduction of Lego Robotics to upskill teachers of the use of equipment and to model the Design Mind process. 3. Continue with applying Creative Thinking skills with explicit teaching of Tony Ryan's' Thinking Keys and how to facilitate children to think.	All teachers	Ongoing and consolidating
Actions: Key Teachers HOTS and Digital Capabilities to develop and implement awareness raising and development of professional competencies in One Note.		
Key Teacher/HOTS to use One Note across the school to develop timetables for mentoring teachers to support implementation of Design Minds.	All teachers	Consolidating
Key Teacher to co-ordinate ongoing professional development to implement Thinking skills via the Little Book of Big Thinking.	All teachers	Ongoing
Key Teacher/HOTS to use One Note to develop a resource booklet, with live links, for teachers to facilitate planning and to access the content library of resources in the MAKER space.	All staff	Ongoing
Key Teacher to support collaboration of teachers in using One Note to plan and evaluate units of work across year levels and campus,	All teachers	Ongoing

Improvement priority: To build digital capabilities and engage in innovative and creative practices

Actions: Continue to develop digital capabilities (ICT and technologies) across a range of curriculum areas	Targets	
Key teacher DT/ICT to: <ul style="list-style-type: none"> continue to develop and expand student participation in digital technologies e.g. Coding Club and LEGO WeDo use digital technologies, including OneNote and OneDrive in the teaching of reading and writing use digital technologies (Class Notebook) to provide regular and timely feedback to students continue to develop teacher capacity to use digital pedagogies using a team teaching model participate in trials of new technologies (Minecraft Education Edition) to deliver the curriculum in engaging and innovative ways 	All class teachers and SEP teachers	Ongoing and consolidating



Future outlook

School Improvement Priorities 2019

Improvement priority: To ensure all students receive an inclusive and quality education that promotes life-long learning.

Actions:
Provide on-going professional development targeted to increase staff capacity to provide inclusive education for all students
Identify, implement and sustain processes to facilitate co-teaching teams
Building teacher capabilities in the use of assistive technologies to support student access and engage with the curriculum
Improvement priority: To develop staff capabilities, knowledge and understanding of 'well-being' that promotes positive change through a conscious and collaborative approach.
Actions:
Develop a four year plan of student and staff learning and wellbeing
Establish base line data of well-being for staff
Implement sustainable data tracking tool to identify and measure staff well-being

Identify and establish key teacher to work with internal and external agencies to explore researched – based practices
Establish and implement a Staff and Student Learning Well-being Committee

Improvement priority: To increase the percentage of students achieving the U2B for Reading and Writing in Years 3 and 5 NAPLAN.

Actions:
Consolidation of <i>Daily Quick Writes</i> to build writing stamina and to reinforce all aspects of the writing cycle e.g. planning, writing and editing.
Whole staff PD to introduce the <i>I Can Write</i> process which will develop the students' capacity to monitor and own their own progress towards their learning goals. Ongoing modelling of this practice by Coach.
Ensure the sustainability of the <i>R2L</i> program by providing training programs for new teachers to the school and maintain <i>Reflective Collegial Coaching</i> in year level cohorts.
Actions:
Maintain <i>Curriculum conversations</i> with teachers in Years 3 and 5 to analyse writing data and discuss improvement strategies.
Ensure the use of timely feedback during the teaching cycle using the <i>I Can Write</i> proficiency scales allowing teacher to student and student to teacher insights.
Maintain one-to-one data conversations about achievement to inform planning and teaching in order to improve student outcomes.
Ensure that <i>Step Up</i> programs deliver explicit, focused and intensive teaching, based on data, for Years 3 and 5 during Term 1.
Actions:
Maintain Key Teachers supporting the development of writing through modelling and demonstrating alongside class teachers in Years 3-5.
Establish a new framework for the <i>Teaching and Learning Committee</i> as a mechanism to manage and support all of the school Key Teachers.

Improvement priority: To continue to develop *Design Minds*, the use of *RIGA* and the *Critical and creative thinking continuum* to support Higher Order Thinking in students from Prep to Year 6.

Actions:
Key teacher /Higher Order Thinking Skills (HOTS) using <i>RIGA</i> to co-teach targeted lessons to explicitly demonstrate critical and creative thinking skills (2 year cycle 2019-2020).
Continue to apply creative thinking skills through the explicit teaching of Tony Ryan's <i>Thinkers keys</i> and to embed these skills into all lessons.
Actions: Key teacher HOTS to embed the <i>Design Minds</i> framework into curriculum areas by adapting units of work.
Key Teacher HOTS to 'crunch' HASS units using a <i>Design Minds</i> process to facilitate deeper thinking and learning over a 2 year period (2 year cycle 2019-2020).

Key Teacher HOTS to support the implementation and tracking of teachers' trialling STILE to plan and evaluate science units of work across years 5 and 6.

Improvement priority: To build capabilities, knowledge and skills relating to the Australian Curriculum-Digital Technologies and to continue to engage in innovative and creative practices.

Actions: Increase staff and student knowledge and skills in relation to the Australian Curriculum-Digital technologies

Key teacher Digital Technologies (DT) to extend teacher capacity to deliver *Australian Curriculum-Digital technologies* using a co-teaching model.

Key teacher DT to demonstrate and support the use of digital technologies, including *OneNote* and *OneDrive* in the teaching of reading and writing and the use of *Class Notebook* to provide regular and timely feedback to students.

Participate in trials of new technologies (e.g. Minecraft Education Edition) to deliver the curriculum in engaging and innovative ways.

Our school at a glance

School profile

Coeducational or single sex Coeducational
Independent public school Yes
Year levels offered in 2018 Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	814	807	809
Girls	388	401	405
Boys	426	406	404
Indigenous	18	20	19
Enrolment continuity (Feb. – Nov.)	98%	97%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Camp Hill State Infants and Primary School is situated in the inner eastern suburbs of Brisbane. Our school community is predominately Australian born with an increasing number of families from diverse ethnic, cultural and religious backgrounds joining us. Families predominately have at least one parent employed in full time employment and the community has high expectations for their children's learning.

Camp Hill caters for the diverse learning needs of our students with dynamic, differentiated, targeted and futures-focused learning programs that include supporting all students to realise their personal best in academic, cultural and sporting programs. The school provides targeted programs for students identified as: Gifted or Exceptional; students with disabilities; students who identify as Indigenous; students who identify English as their second language; those with barriers to learning as well as catering for the diversity of student learning profiles across all year levels (Prep to Year 6).

Our campus is inclusive and our school community values diversity.

Our student retention rate is high and there is a gender balance across all year levels.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	25	25
Year 4 – Year 6	28	26	26

Curriculum delivery

Our approach to curriculum delivery

At Camp Hill State Infants and Primary School our strategic curriculum planning incorporates The Australian Curriculum (AC), the Queensland Curriculum and the Assessment and Reporting Framework which guide the development of the school standards and expectations at the different year levels thus ensuring continuity through the school.

The school has a phased program of implementing the Australian Curriculum (AC) which will be fully implemented in 2020.

Our priority academic focus has been English, Maths, Science and Higher Order Thinking as well as Digital Capabilities and engagement in innovative and creative practices.

To ensure a whole of school approach to learning and teaching the school has embraced a number of processes:

- Marzano's comprehensive approach for effective instruction
- Adoption of the pedagogical approach to teaching literacy through the Reading to Learn (R2L) program
- Regular curriculum conversations with individual teachers
- Collegial planning sessions
- Coaching Triads and Mentoring
- Key teachers (Data, IT, Higher Order Thinking, Writing, R2L, Early Years)

In addition the school has increased its focus on the wellbeing and development of the whole child through offering:

- inclusive practices for all students
- a strong emphasis on creativity which has been developed through Science, Technology, HPE and The Arts - Music, Dance and Drama

Co-curricular Activities

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

- Chess; Robotics;
- *Investigating Science Club*
- Sports: AFL; Soccer; Swimming (including Squad and Learn to Swim); T20 Cricket; Football; European Handball; Volleyball
- Aerobics / Dance / Glee / Cheer Program (which achieved numerous state and national awards) for both boys and girls;
- School Musical (biannual)
- Choirs: Junior, Intermediate, Senior and Boys
- Instrumental Music: Concert Band, String Ensemble, Recorder Band, and Ukulele Band
- Participation in national academic competitions eg ICAS Science, Maths and English
- Religious Instruction (optional for students in Years 1-2)
- Student Council
- E-koalas Environmental Club
- Drum Beat
- Lunch time clubs – Coding, Lego, Games room, Library club
- Leadership Program: School Captains and Vice-Captains, House Captains and Vice-Captains, Student Council, Cultural Captains, Dance Captains, Aerobics Captains, Library Monitors
- Lunchtime recreational program – Games Room, Knitting Club
- Lunch time program - *Introduction to Coding*
- Camping Program – Year 5 (Camp Goodenough), Year 6 (Sydney/Canberra/Snow)

How information and communication technologies are used to assist learning

Camp Hill State Infants and Primary School is committed to developing 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
- Develop higher order thinking skills
- Embed learning across several domains

Camp Hill teachers engage students through explicit instruction on how to read and learn from digital text, incorporating an understanding of digital grammar and the development of a shared metalanguage. Teachers and students work collaboratively and cooperatively to achieved shared (aspirational) goals.

Camp Hill students from Prep to Year 6 are offered opportunities to extend their learning through using a raft of digital devices. This includes; Year 1 e-learning books and videos, embedded digital learning platforms, use of iPads, laptops, ipevos, Apple TV, digital cameras and interactive whiteboards in all learning areas. Students access a range of range of programs including online books (Sunshine); Bookmaker, Study Ladder and Spell City are some programs utilized by our students. Students access apps specifically aligned to their learning programs and adjustments. They also access the laptop/iPad programs in class, the libraries, Maker Room and mobile lab.

The school has completed an upgrade of the campus wireless network and increased access and speed of the net has been a priority for the school.

The school has Key Techer Digital Capabilities and Key Teacher Higher Order Thinking who support teachers, and students, across all year levels. In 2018 the school had access to DoE robot (Peppa) to explore advanced understanding of technical capabilities. The school has a designated Maker Space for students to explore digital innovations.

Social climate

Overview

The Camp Hill State Infants and Primary School community is a strong community which values diversity and takes pride in being a 'small country town in a large city'. Our community is highly inter-connected and looks to ensuring that each member of our school community feels safe and supported. Ninety-six percent of our parents, and ninety-seven percent of our students, reported that the students felt 'safe at school'. Ninety-five percent of parents, and ninety-eight percent of students, report that students 'like being at school'. One hundred percent of students reported that 'their teachers expect them to do their best' at school.

The school community values are supported by the school Responsible Behaviour Plan that clearly states the Four Behaviour Expectations for all members of our community – Consideration, Cooperation, Courtesy and Commitment. These Expectations are the foundation of all social connections and are supported by the school *You Can Do It* and *Habits of the Mind* programs that all students (Prep to Year 6) participate in each week.

The school sets a high bar for behaviour and we are committed to the belief that all students will, at all times, 'own their own behaviour' and that behaviour is a powerful means of communication. Behaviour is either rewarded or modified in a consistent manner with the focus being on positive interactions across campus.

In 2018 the school introduced the Wrist band reward program as part of the school Responsible Behaviour Program – students in all year levels have taken great pride in their (positive) Behaviour Passports and the tiered wrist band rewards. Celebrating success is the foundation of this program.

The school motto, *Together we Achieve*, is the foundation of home-school partnerships and is held in high regard by the community. The School Council and School P&C have close working partnerships with the school administration and staff and provide transparent pathways within the community. These partnerships are focused on ensuring every Camp Hill student has access to authentic quality learning programs that challenge the student to reach their personal best within a safe and aspirational community.

Communication is seen to be a pivotal component for the school community and the Classroom Parent Representative program is highly valued.

The school has a Chaplain who supports a range of programs across campus – with parent permission.

The school Student Wellness and Welfare Committee ensures close monitoring of students learning, engagement with learning and social-emotional status. The school has an experienced Guidance Officer on campus.

The school has a close, and valued, relationship with our school Adopt-a-Cop program.



Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	94%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	99%	97%	92%
• their child likes being at this school* (S2001)	100%	98%	95%
• their child feels safe at this school* (S2002)	99%	97%	96%
• their child's learning needs are being met at this school* (S2003)	99%	95%	90%
• their child is making good progress at this school* (S2004)	96%	92%	90%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	84%
• teachers at this school motivate their child to learn* (S2007)	94%	94%	90%
• teachers at this school treat students fairly* (S2008)	93%	90%	85%
• they can talk to their child's teachers about their concerns* (S2009)	96%	93%	87%
• this school works with them to support their child's learning* (S2010)	95%	91%	89%
• this school takes parents' opinions seriously* (S2011)	92%	87%	83%
• student behaviour is well managed at this school* (S2012)	92%	89%	87%
• this school looks for ways to improve* (S2013)	97%	94%	92%
• this school is well maintained* (S2014)	86%	92%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	97%	96%
• they like being at their school* (S2036)	97%	93%	98%
• they feel safe at their school* (S2037)	99%	88%	97%
• their teachers motivate them to learn* (S2038)	96%	98%	95%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	92%
• teachers treat students fairly at their school* (S2041)	96%	81%	85%
• they can talk to their teachers about their concerns* (S2042)	97%	89%	88%
• their school takes students' opinions seriously* (S2043)	91%	87%	90%
• student behaviour is well managed at their school* (S2044)	90%	89%	78%
• their school looks for ways to improve* (S2045)	96%	95%	96%
• their school is well maintained* (S2046)	97%	86%	92%
• their school gives them opportunities to do interesting things* (S2047)	96%	93%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	97%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	97%
• they receive useful feedback about their work at their school (S2071)	96%	92%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	90%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	100%	97%
• staff are well supported at their school (S2075)	94%	88%	91%
• their school takes staff opinions seriously (S2076)	91%	88%	89%
• their school looks for ways to improve (S2077)	100%	95%	98%
• their school is well maintained (S2078)	83%	91%	84%
• their school gives them opportunities to do interesting things (S2079)	98%	92%	92%

* 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

Parent and community engagement

In 2014 Camp Hill State Infants and Primary School joined Department of Education Independent Public Schools (IPS) program.

Camp Hill acknowledges the partnership between home and school as paramount to school operations. The school motto, *Together We Achieve*, reflects the values of our school community and the pivotal role of parents in supporting their child's education through positive and productive partnerships between home and school.

Parents have numerous opportunities to engage with the school, including membership of the School Council and P&C. The School Council supports the strategic planning and monitoring for the school and the P&C provides a raft of programs, (including: Out of School Hours Care (OSHC) program for over 200 children; Uniform shop and Tuckshop), and as a source of significant fund raising. The P&C provide a biannual School Fair and annual Movies on the Oval for all members of our community to come together as a strong community.

The Classroom Parent Representative (CPR) program has a parent nominee in each class and a newsletter is provided to all members of the class each weekend. This program is highly valued by school and families.

Families are also active participants in the annual Grandparents and Special Friends Day, Fun Day (Under 8 celebrations), class celebrations and weekly parades (Junior and Senior) where student's achievement (academic, musical, sporting, cultural) is recognized, acknowledged and celebrated.

In 2018 our school community became active participants in the Brisbane City Council Active Travel program.

Parent volunteers are encouraged to join in both class and extracurricular programs and have contributed greatly to numerous student programs across all year levels. Parents are integral participants in consultation processes regarding adjustments made to assist students with diverse learning needs to access, succeed and achieve at school.

The school community supports the Camp Hill ANZAC ceremony that is held annually on ANZAC Day and has over 5000 members of the community join with each year.

Respectful relationships education programs

The school has developed and implemented a range of programs that focus on appropriate, respectful, equitable and healthy relationships.

The school has implemented both the *You Can Do It* (Prep) and *Habits of the Mind* (Years 1 – 6) programs, as well as Philosophy, across the school. Students in Years 1 – 2 also participate in the *Life Be in It* program. These programs focus on appropriate, respectful and healthy relationships. Students also participate in the Life Education program.

The school Student Wellness and Welfare Committee meet weekly to monitor the educational and social emotional needs of all students. The committee includes a range of key stakeholders including: Head of Special Education (HOSES); a highly experienced Guidance Officer; Co-ordinator of Step Up; Support Teacher Learning Difficulties; representatives of the school leadership team with other members relative to the discussion. Links with other agencies (within Department of Education and external providers) are well established. The school also has a Chaplain who offers a range of programs (requiring parent approval) that include the grief and loss program *Seasons of Growth* and Drum Beats.

The school Expectations of Behaviour are embedded across the school community. Respect for all members of our community has created a community that celebrates inclusivity and diversity.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	5	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school E-koalas lead the sustainability focus of school operations and in supporting the wildlife habitat that is enmeshed within our school grounds.

In 2018 the school P&C funded additional air-conditioning in classrooms on the Junior campus. This has had an impact upon electricity usage, but the impact has been modified by implementation of other practices across campus. The school continues to use solar options as available.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	198,657	202,986	259,308
Water (kL)	3,666		3,253

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a darker shade of red.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a red border and the text 'View School Profile' in red.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' option is highlighted with a red background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	66	45	<5
Full-time equivalents	51	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	10	
Graduate Diploma etc.*	12	
Bachelor degree	44	
Diploma	0	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were **\$23,648**.

The major professional development initiatives are as follows:

A concentrated focus on the knowledge and skills to realise our Explicit Improvement Agenda: Reading, Writing, Spelling, Digital Capabilities, Higher Order Thinking Skills.

- **Reading:** Planning of Units of work in Reading to Learn Program to establish continuity of pedagogy throughout the school
- Coaching and mentoring programs to support teachers through demonstrations, observations and feedback
- Reflective collegial cognitive coaching in year level cohorts (Triads and Feedback)
- Ongoing professional development programs lead by Key Teachers
- Individual conversations about data analysis
- **Writing:** Key teachers demonstrate writing approaches to Years 3 - 5 teachers
- **Spelling:** Whole of school in-service on the school's change of approach to spelling and the introduction of a new spelling framework
- **Digital Capabilities:** Key teacher mentoring of individual teachers to develop their digital capabilities
- **Higher Order Thinking Skills:** Key teacher organised strategies to be presented at staff meetings and supported teachers to provide enrichment projects for students identified as Gifted and Talented.
- Educational adjustments
- Inclusive practices
- First Aid/CPR Training

- Anaphylaxis and Asthma Training, Asbestos Awareness, Inclusive Practices, Administration of Midazolam, DoE Mandated Professional Development program – including Code of Conduct, Student Protection, Asbestos Awareness and Curriculum Risk Assessment.
- Professional development for new to school and beginning teachers in the areas of Reading to Learn; Marzano Art and Science of Learning and Seven Steps to Writing.

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools **was 92%**.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	93%	91%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

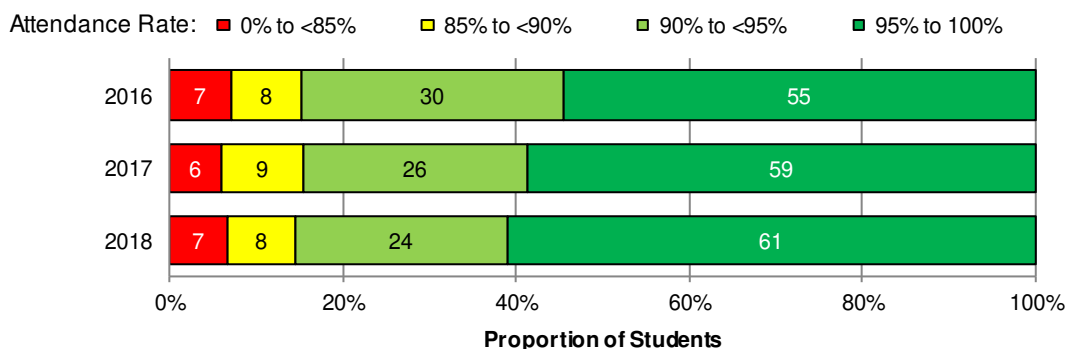
Year level	2016	2017	2018
Prep	94%	95%	94%
Year 1	94%	95%	93%
Year 2	94%	94%	94%
Year 3	94%	95%	95%
Year 4	94%	95%	95%
Year 5	94%	94%	93%
Year 6	94%	93%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Camp Hill State Infants and Primary School promotes consistent school attendance as a key component of student success at school. Attendance is monitored daily with the electronic marking (twice daily) of rolls. Parents of students with an unexplained absence are sent an email/text each day of their absences. All responses are recorded and a member of the school leadership team follows up with families of students with extended unexplained absences.

The school encourages the DET “Every Day Matters” program and encourages full participation by all students. Where appropriate these students are referred to the school Wellness and Wellbeing Committee for further action – which can include referral to the school Guidance Officer.

The school has only a small number of students with high absenteeism, some which are due to medical conditions.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
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Search by school name or suburb	Go
---------------------------------	----

School sector ▼	School type ▼	State ▼
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

