



# Performance of our students

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## Principal's foreword

### Introduction

The intent of this report is to provide parents and the community with information which is common for all State and Non-State schools in Queensland. It provides an overview of the highlights and successes of Camp Hill State Infants and Primary School during 2006.

Camp Hill State Infants and Primary School is a large primary school situated in the inner eastern suburb of Camp Hill. It has a focus on developing the whole child – physically, socially, emotionally and academically, as evidenced in its award winning Early Years curriculum and a strong focus on sport, music and art.

School facilities include a 25 metre swimming pool, School of Arts hall, two ovals, several playgrounds, multi-purpose courts, an Art studio, Music Room, and a computer laboratory. All classrooms are equipped with computers and the library is well resourced.

### Future outlook

The school has an ambitious plan to improve learning outcomes in all key learning areas.

During 2007 we will commence a process that focuses on improvement by implementing the following strategies:

- Engage students in quality targeted literacy programs through the development of a revised School Curriculum Plan and Whole School Literacy Strategy.
- Refine Early and Middle Years programs to reflect a differentiated philosophy and differentiated strategies for success.
- Develop a middle years' literacy program linked to the new English Syllabus.
- Engage teachers in professional development around an investigative approach to Maths.
- Systematically teach thinking skills and problem solving strategies through an inquiry approach.
- Promote a whole of staff responsibility to provide quality, inclusive intervention programs for targeted students.
- Continue the development of a vision for the school and a Master Plan for facilities.

### School Profile

Camp Hill State Infants School was merged with Camp Hill State School in 2006. The school has an established

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reputation of providing a safe and supportive environment within the school community. It has a Special Education unit that caters for approximately 38 students with disabilities of Intellectual Impairment and Autism Spectrum Disorder.

We have approximately 680 students at the school. As the school is growing quickly, and attracts students from many far-reaching suburbs, it has been necessary to develop an enrolment management plan which ensures enrolment firstly to students who reside in the school's catchment area and establishes criteria to enrol students outside of our catchment.

The school is co-educational with students attending the infant campus from Prep to Year 2 and the primary campus for Year 3-7.

## Curriculum offerings

Our distinctive curriculum offerings

- The curriculum focuses on 8 Key Learning Areas – English, Mathematics, Studies of Society and the Environment, Science, Art, Music, Health and Physical Education and Language Other Than English (German).
- The curriculum is organised around essentials for lifelong learning.
- Units of study respond to children's interests and emphasize an active, inquiry learning approach.
- Individualised programs are developed to support the learning needs of English Second Language (ESL) students, Students with disabilities, refugees, students in care of the State, students with learning difficulties, and gifted and talented students.
- An enrichment program is offered for all children in Years 1 and 2.
- Teachers provide a wide range of sporting opportunities for children and encourage them to participate. These include: soccer, AFL, Rugby League, handball, netball, aerobics, tennis, basketball, lawn bowls, swimming, cricket, softball.
- Activities provide opportunities for students to develop leadership and participate in decision-making in the school.

Extra curricula activities

- Instrumental Music Program – Strings, Brass, Woodwind and percussion lessons.
- Chess Club – offered to students after school
- Science Club – participation in science investigations at Cavendish Road High School.
- Brisbane Writer's Festival – participation by students with a passion for writing Yrs 3-7
- Premier's reading challenge
- Swim Club
- Camps for Years 5, 6 and 7 to promote personal development and leadership skills.

How computers are used to assist learning:

Computers play an integral part of the learning process at Camp Hill State Infants & Primary School. The use of Information Communication technologies are widely integrated across all Key Learning Areas.

Computers are valuable tools for all students to assist with research and to retrieve and deliver information. Some students produce PowerPoint presentations to support oral presentations; others design brochures or posters. Allowing students this flexibility acknowledges the Middle Phase of Learning philosophy and has proven to be motivational to engage all students. The use of computers encourages and stimulates creativity of expression and allows students to show their learning in multi-media formats.

Computers also provide opportunities for self-paced revision and extension. Web-based games also heighten the

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motivational aspect of computers in the classroom.

### Social climate

The development of students' social and emotional growth is very important to us. Children are supported through social skills lessons and encouraged to assume responsibility for their actions. Additional support is provided through targeted programs including a lunchtime play program.

Values Education provides students with support and affirmation in relation to the development of virtues, citizenship, conflict resolution skills and the development of self esteem.

Year 7 students participate in community service eg Anzac Day Service, choir performances

An experienced Developmental Guidance Officer works at the school and is an integral member of the school's Student Welfare Committee.

Parent and student opinion surveys continue to validate the safe learning environment the school provides.

### Involving parents in their child's education.

At this school, we have a long established tradition of parent involvement that makes this school such a great place to be. Our community acknowledges that when parents are involved in the school, and parents and teachers view one another as partners in children's education, there are benefits for children and their learning performance

In the infant campus, we have an "open door" policy. Parents are welcomed into classrooms in the morning to share in activities. Teachers "trade off" preparation time and open their doors a half hour early in order to reap the benefits of parent, child and teacher interactions. Parents appreciate teachers' efforts and recognise this as a unique opportunity.

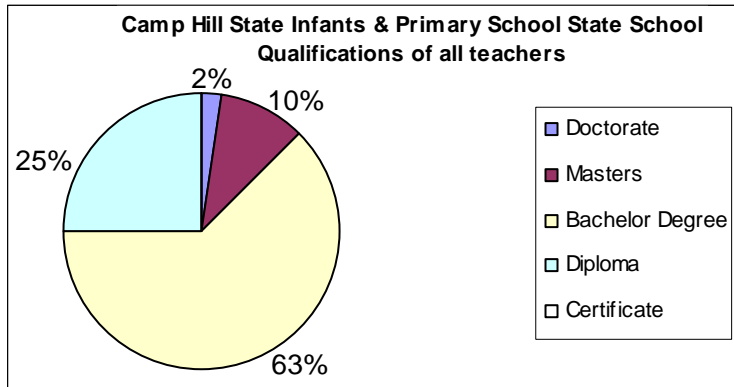
Some parents extend their involvement by participating in information sessions eg *Support-a-Reader*, participate in reading activities, and assist with swimming, art and other activities. The message picked up clearly by children is that school is important and work is valued, and parents and teachers are mutually supporting their learning.

As children get older and gain independence, parent involvement is characterised more by work in the P&C, involvement in fundraising, organising fetes, running the Swim Club, volunteering at the Tuckshop, coaching sport, catering, applying for grants, advocating for the school and its projects, managing Out of School Hours Care, assisting teachers and generally providing support and advice in so many ways.

Some of our parents struggle in their busy lives to find time to get involved at school. For these parents, keeping in touch with the teacher through the children's *Communication Book*, letting teachers know that their efforts are supported, and ensuring children know parents are interested in the learning children are doing is equally valued.

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## Qualifications of all teachers.



Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	2%
Masters	10%
Bachelor Degree	63%
Diploma	25%
Certificate	0%

## Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2006 was \$13,595.

The major professional development initiatives were as follows:

Early Phase of learning - Prep Implementation

Protective Behaviours

Assessment & Reporting

ICT – use of digital cameras

Curriculum – continuity of curriculum, implementation of new English and Maths syllabuses

The involvement of the teaching staff in professional development activities during 2006 was 91.3%.

## Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 93% in 2006.

## Proportion of staff retained from the previous school year.

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From the end of the 2005 school year, 97% of staff were retained by the school for the entire 2006 school year.

## Student attendance

The average attendance rate as a percentage in 2006 was 95%.

## Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	74.5
Writing	74.5
Number	72.4

### Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	537	607	684	
	Average score for Queensland	535	608	679	
	Percentage of students at the school above the national benchmark	2006	97.1 %	80.9 %	86 %
		2005	88.7%	90.8%	81 %
Writing	Average score for the school	524	607	687	
	Average score for Queensland	522	627	696	
	Percentage of students at the school above the national benchmark	2006	94.1 %	92.6 %	96%
		2005	77.4 %	90.8 %	92.1 %
Numeracy	Average score for the school	525	576	649	
	Average score for Queensland	529	599	653	
	Percentage of students at the school above the national benchmark	2006	82.4 %	72.9 %	86.3 %
		2005	81 %	90.7 %	68.8 %

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## Other Key Outcomes

### Value added

#### Aspects of Literacy and Numeracy

##### Year 2 Diagnostic Net:

Reading: Percentage of students achieving Phase C in reading (65%) is consistent with the previous year. It represents 26% more students achieving Phase C than in 2004 and 29% more than in 2003.

Writing: Percentage of students achieving Phase C in writing (44%) is consistent with the previous year. It represents 27% more than in 2004 and 26% more than 2003.

Number: In 2006, 51% of students achieved Phase C in number. This is slightly less than 2005 (69%) but an increase from the previous two years.

##### Year 3

In 2006 Year 3 results have remained consistently high with 97.1% of students identified as being above the national literacy benchmarks and 88.2 % of students identified as being above the national numeracy benchmarks.

##### Year 5 2002-2006

In 2006, results indicated 80.9 % of students were identified as being above the national benchmarks in reading and 92.6% for writing. The 2006 result for writing represents a 5% improvement from 2004.

##### Year 7 2002-2006

In 2006, results indicated 86 % of students were identified as being above the national benchmarks in reading and 96% for writing. 86.3% of students were identified as being above the national benchmark in numeracy. The percentage of students identified as being in the bottom 15% in numeracy improved from 25% to 12%. The percentage of students identified as being in the bottom 15% in literacy improved marginally from 20% to 18%

### Parent, student and teacher satisfaction with the school

93% of parents are satisfied that this is a good school.

84% of parents are satisfied that their child is getting a good education.

85% of students are satisfied that they are safe at this school.

83% of students are satisfied that this is a good school.

90% of teachers are satisfied with morale in the school.