



Cannon Hill State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Cannon Hill State School's environment speaks of the quality of learning experiences and relationships established as the school staff align their approaches to teaching and learning with the school vision. Each year since 2004, the school has made big leaps forward in implementing the excellent experiences designed for it by its parent and teaching staff community. It is very gratifying to see how our students are responding to opportunities to be deeper thinkers, to take responsibility for their own learning as both independent and cooperative learners and to develop their own questions and research projects to investigate the Australian Curriculum. Cannon Hill State School's child-centred approach means that we have installed and utilise the latest technological learning tools, ensuring we deliver a curriculum that best meets the educational needs and outcomes for our children.

Our School Vision:

At Cannon Hill State School we give children a voice. We value the child as a learner in his or her world. We encourage questioning and opportunities to experiment and explore. Students learn in an environment where they feel safe to express their ideas and thoughts. An enthusiasm for lifelong learning and love of learning are further fostered by supporting students to accept their mistakes. They engage in learning which is relevant to them.

Our students are supported in questioning their world and the things in it. We believe in inquiry-based learning and the Reggio Emilia approach. This provokes the child's natural curiosity. Through inquiry, there is collaboration between students and teachers. As children inquire, they are listening to each other's ideas and exploring ideas together. In our innovative learning spaces, we engage students in real world problems. This requires the use of scientific method and results in meaningful outcomes.

We offer students a progressive and comprehensive curriculum of philosophy, health and physical education, music and visual arts, Italian and the kitchen garden. The range of curriculum activities allows students to develop the ability to think deeply and solve problems both independently and collaboratively. Our play-based learning structure supports higher order thinking skills. We teach children to think.

Open and clear communication is important within our school's teaching community as we build expert teaching teams and effective team leaders as well as reflective leaders. Individual staff strengths are employed effectively and a collaborative and positive team environment is valued and promoted. We are a caring and enthusiastic team. Our staff are nurtured to build an understanding of self and others and to respect team members' differences. Time is prioritised for teams to communicate. New staff members are introduced and inducted in our school's processes, protocols and values.

Our community talk to, listen to and share with each other, exploring ideas together. Staff and students ask for, give and accept feedback, knowing it is essential for learning. Cannon Hill State School is a collaborative community of enthusiastic learners who play, think, laugh and learn together. You can see and feel and hear the presence of parents and community members in the school. We ensure that parents in our school community know what we do, and what is happening in our school.

At Cannon Hill State School children and teachers are going beyond what they thought was possible.

Our Core Values:

We all love to learn.
Challenge all the time: Thinking all the time.
We don't give up: Nothing without work.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

During 2016 school priorities focussed on spelling and writing. As a result:

1. Teachers have deeper understanding of steps involved in writing leading to improved pedagogy in teaching of writing. Writing samples were collected in student portfolios and reviewed at Three Way Meetings with parents. Sentence structure, and audience were the focus areas with a target to improve student writing in both areas. Writing samples examined in Strategic Inquiry demonstrated an improvement in the writing of targeted students who were both from struggling groups and advanced writers. Reluctant writers were more engaged in writing and writing multiple sentences.
2. Spelling outcomes are tracked on a term by term basis showing individual student gains. Spelling targets were for all students to be spelling at year level equivalent of Words Their Way by the end of the year. At the end of 2016 the school achieved the following:

3.ADD SPELLING DATA HERE

Total

Students	Below Prep	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1 42	5%	43%	16%	36%				
Year 2 42		21%	14%	31%	14%	5%	14%	
Year 3 31		10%	3%	39%	10%	13%	20%	
Year 4 34		9%		26%	20%	9%	29%	6%
Year 5 32		3%	3%	34%	6%	12%	22%	19%
Year 6 28			3%	21%	3%	28%	21%	21%

Future Outlook

School Improvement Agenda for 2017 is focussed on improving comprehension in reading with explicit focus on inferring skills.



This target was arrived at from analysis of Naplan and other reading data and with the view that improvement in inferring will lead to overall reading improvement.

Explicit testing of students twice through the year is intended to identify areas of improvement. Improvement is guided through the Strategic Inquiry process in which all class teachers engage on a weekly basis. In addition, teachers gather regular data to track student progress.

Gifted and Talented goals include deciding on appropriate time to assess children. Focus on writing, science and maths with year 3 and 4 students and review impact of secondary school programs for students in years 5 and 6. As a result identified will demonstrate higher levels of Critical and Creative thinking as indicated on the Australian Curriculum scope and sequence.

Secondary goals are to improve teacher engagement with and skill in providing for Gifted and Talented students and aligning their advanced learning to the Australian Curriculum Achievement Standards.

During 2017 the school will expand the commitment to inquiry and curiosity as key strategies for learning and heightened engagement.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	254	109	145	15	92%
2015*	242	116	126	13	91%
2016	249	120	129	15	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

At Cannon Hill State School we delight in our student and community diversity. This diversity is increasing as students from a wide range of cultural and ethnic backgrounds become members of our community. Approximately 2015 of students have the rich background of having a language other than English as their first language. These students bring a variety of cultures to our school.

As the profile of this near-city suburb changes, we see this is reflecting in the school population adding to the diversity in the classrooms.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	24	21
Year 4 – Year 7	23	26	28
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery



- “Reggio” approach to inquiry learning permeates all year levels
- Learning play in the early years develops students inquiry, social skills and is appropriate to developmental levels.
- Our Pedagogical Framework is based on goal setting, feedback and thinking – all high yield strategies to engage students in learning positively.
- Teaching of Philosophy based on the rigorous approach of Practice Philosophy and incorporating the big ideas from Philosophy for Children.
- Stephanie Alexander Kitchen Garden Program with students in years 3-6 teaches about healthy and delicious foods and the source of foods as they do their vegetable garden.
- Our pre-prep program is offered each year during Term 4 to assist the new little ones to know about school and be ready for their start next year.

Co-curricular Activities

- Tennis lessons
- Piano lessons
- Guitar lessons
- Before school sports four days a week.
- Kitchen Garden Program.

How Information and Communication Technologies are used to Assist Learning

The following programs are key to Digital Technologies in the school. The 1-2-1 program in Years 5 and 6 enables each student to be working from their individual laptop for part of every day. Students are able to take the laptop home for learning activities in the home setting. Coding club and the Coding program in semester 2, has specific focus in this area of technology. Communication technologies are included regularly in Inquiry projects and used authentically as part of the learning process.

Social Climate

Overview

The school climate is based on the Code of Conduct – We look after our learning; We look after ourselves; We look after one another; and We look after the environment. Programs support these goals. Conscious efforts are made to include parents and carers in all important aspects of children’s learning as well as part of the school community. People coming into the school frequently comment on the atmosphere of the school as inclusive and supportive. The Inclusion Teacher has a prominent role in supporting students with disabilities and ensuring that the school embeds inclusive teaching strategies in all classrooms.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	89%	86%
this is a good school (S2035)	92%	89%	93%
their child likes being at this school* (S2001)	97%	100%	100%
their child feels safe at this school* (S2002)	97%	93%	100%
their child’s learning needs are being met at this school* (S2003)	89%	89%	83%
their child is making good progress at this school* (S2004)	89%	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	92%	93%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	85%	85%
teachers at this school motivate their child to learn* (S2007)	86%	89%	86%
teachers at this school treat students fairly* (S2008)	84%	93%	83%
they can talk to their child’s teachers about their concerns* (S2009)	97%	96%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	89%	89%	89%
this school takes parents' opinions seriously* (S2011)	84%	86%	86%
student behaviour is well managed at this school* (S2012)	86%	82%	83%
this school looks for ways to improve* (S2013)	95%	86%	86%
this school is well maintained* (S2014)	87%	93%	90%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	98%	94%
they like being at their school* (S2036)	98%	95%	91%
they feel safe at their school* (S2037)	98%	97%	90%
their teachers motivate them to learn* (S2038)	100%	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	93%
teachers treat students fairly at their school* (S2041)	96%	86%	84%
they can talk to their teachers about their concerns* (S2042)	95%	92%	88%
their school takes students' opinions seriously* (S2043)	94%	92%	82%
student behaviour is well managed at their school* (S2044)	91%	81%	81%
their school looks for ways to improve* (S2045)	100%	98%	90%
their school is well maintained* (S2046)	96%	94%	88%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	80%	100%	100%
they feel that their school is a safe place in which to work (S2070)	88%	100%	95%
they receive useful feedback about their work at their school (S2071)	88%	100%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	93%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	92%	100%	95%
staff are well supported at their school (S2075)	80%	91%	95%
their school takes staff opinions seriously (S2076)	87%	95%	90%
their school looks for ways to improve (S2077)	92%	100%	100%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting	88%	95%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
things (S2079)			

* 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

Parents are involved in many ways in the school life, including as volunteers in the classroom; as members of the P&C Association; as organisers of major events such as discos and fetes; as tutors with special skills. Their views are listened to with respect and taken into consideration as part of programs for individual students and whole groups. Programs in parenting skills and philosophy are offered to parents regularly.

The school curriculum is built around the approach of providing for each student exactly the right program all day with many levels of learning offered in each classroom. When additional programs are needed by students, parents are included in the information about these programs.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. One of the most significant programs is the school is Bridge Builders in which students learn to manage their own conflicts and to identify if a problem is conflict or bullying. They learn to calm down in both Bridge Builders and in the Mindfulness activities which take place every day in all classrooms.

Social skills are an important part of the Australian Curriculum and are taught in all classes in alignment with the curriculum.

Restorative processes are implemented by trained staff to assist students to resolve problems and learn about appropriate responses.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	11	25	27
Long Suspensions – 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

- During 2016, all toilets were fitted with tank water to conserve water consumption in the school.
- Photocopy cards issued to all staff to save on paper and electricity through stopping unnecessary copying and printing.
- Konnective App is used for newsletters and messages to parents, again saving paper and electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	106,161	902
2014-2015	79,482	820
2015-2016	12,359	799

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.



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* 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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	17	0
Full-time Equivalent	19	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	3
Graduate Diploma etc.**	2
Bachelor degree	18
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$119,955.00].

The major professional development initiatives are as follows:

- Strategic Inquiry is a weekly process in which every class teacher engages in data analysis of student learning samples and peer coaching and peer observation to improve detailed teaching practices. This is based on a model used extensively in New York City schools and has provided consistent improvement in targeted areas including spelling, writing and maths.
- Peer coaching is a regular practice in the school and provides feedback to teachers on the effectiveness of their practices.
- Participation in targeted professional learning opportunities through workshops.
- The development of a new School Vision was a major learning opportunity offered to all staff and community members in 2016 and involved learning about the way to enable the agreed direction of the school for school improvement.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	94%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

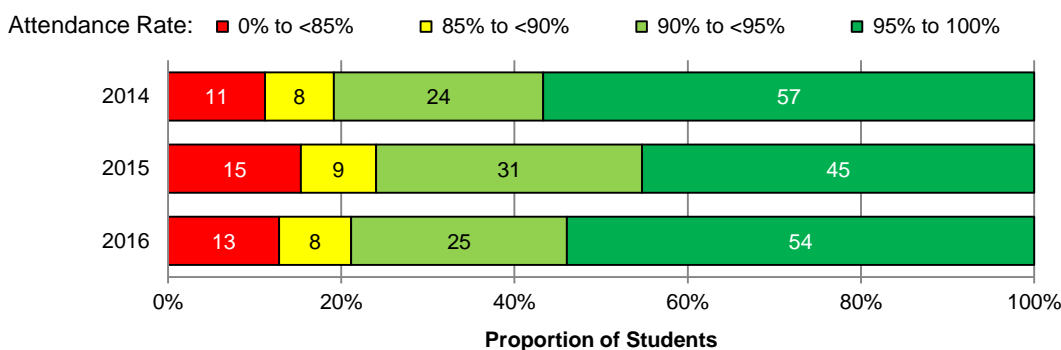
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	93%	93%	92%	96%	94%	95%					
2015	93%	93%	90%	92%	88%	94%	93%						
2016	94%	92%	95%	92%	95%	90%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

Non-attendance is managed in state schools in line with the DET 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.

Attendance is closely monitored and parents contacted on a daily basis when children are absent. In the majority of cases, acceptable explanations for absences are provided by parents. In some cases, parents need additional contact to clarify what is occurring. In a very few cases, letters are provided to parents informing them of their legal obligations to have their children attend school regularly.

The development of trusting relationships with parents is a key strategy to improve attendance as problems are solved to remove barriers to this happening.

NAPLAN

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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