



Cannon Hill State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

## Contact information

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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 essential learnings prescribed for all students in our State.

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.

## School progress towards its goals in 2018

### Cannon Hill State School 2018 Priorities

#### 1. Reading:

Improved comprehension on Torch and early years assessments

Personalised goal setting and implementation of Tier 1, 2, and 3 strategies.

Goals from PMs, Reading Plus. Careful use of diagnostic tools COPs LASS, PMs, focus on the skill of inferring.

Measure and tracked on school developed inferring rubrics.

#### 2. Writing:

Increase the percentage of Bs and As in writing

Personalised goals and target lessons based on sentence structure – to craft sentences more effectively and use conjunctions.

Create and use school writing rubrics to track progress.

Strategic Inquiry facilitated the school writing goal. Throughout Strategic Inquiry, progress was measured through a survey.

Based on the 5 success criteria in the writing goal, all children improved in crafting a sentence and using conjunctions, but need to *Love to write*.

#### 3. Behaviour:

All children to clearly articulate school rules. Increase percentage of children reporting that *behaviour is well managed*. Children feel safe. Reduce the number of children who say that they feel bullied.

All staff read the book *When the Adults Change Everything Changes* Paul Dix 2017. Staff chose 3 priorities from the book to implement. Teachers presented to colleagues how they were implementing the 3 strategies.

School data shows a reduction in average daily behaviour incidents each month in 2018 compared to the same month in 2017.

Every child can articulate the school rules: Ready, Respectful, Safe.

### 2019 Priorities

1. **Writing:** Work on creating writing as a language of communication. We wanted children to '*Love to Write*'. *Book study Gail Loane. Writing for an audience and extending vocabulary.*

2. **Gifted and Talented:** Implement policy written in 2018. Increase the perception of challenge felt by children identified with the CoGAT assessment, teacher observation, A-E data, parent feedback. School

data student survey showed that the number of children who say that behaviour is well managed rose from 77% in 2017 - 92% in 2018.

3. **Behaviour:** Continue with Paul Dix strategies and Bullying Audit.

#### Outstanding student and staff achievements in 2018:

1. **All teaching staff presented their research** / project at the Cannon Hill State School Reggio Approach to Inquiry Learning conference to over 100 Qld educators.
2. **All children engaged in Reggio Approach projects** in 2018. They all used hypothetical thinking and other critical and creative thinking as they tested their hypothesis and created theories so they could demonstrate how they understand their world.
3. **12 consecutive months of behaviour improving** from 2017 – 2018 (recorded average daily incidents on One School) at Cannon Hill State school.

### Future outlook

#### CHSS 2019 Priorities:

1. **Writing:** All children move 1 box/ indicator on writing rubric row. Targets developed and shared at staff meetings and monitored at SI and team meetings. Target: 100% children meeting the writing target set by year level teachers (moderated).
2. **Enrichment (G&T):** Each identified child to engage in an enrichment plan. Target: 80% of identified children to achieve a score of 4 or 5 on the CHSS challenge scale.

#### Time Lines:

1. **Writing: 3 year plan. 1<sup>st</sup> year:** sentence structure, practice rubric; **2<sup>nd</sup> year** embed rubric, Gail Loane study, audience, vocab, moderation; **3<sup>rd</sup> year:** use feedback to improve writing, plan external moderation.
2. **Academic Enrichment (G&T): 3 year plan. 1<sup>st</sup> year:** plan, write policy, identify children; **2<sup>nd</sup> year** teachers create and implement enrichment plan, differentiation & withdrawal, share with parents measure challenge, engagement and passion; **3<sup>rd</sup> year: teacher PD** based on feedback from teachers needs to improve enrichment plans, specifically differentiation and passion. Connect to rigor in KLAs.

**We look forward** to children at CHSS wanting to write to express their ideas and having the tools to effectively communicate their message.

**We look forward** to all children at CHSS feeling challenged by their learning, especially those who typically find new learning easy.

## Our school at a glance

### School profile

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

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	249	264	258
Girls	120	130	136
Boys	129	134	122
Indigenous	15	10	9
Enrolment continuity (Feb. – Nov.)	92%	93%	90%

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

The Cannon Hill State School population of 277 children is in a consistent pattern of change.

Over the past 5-10 years our percentage of English as an Additional Language or Dialect (EALD) children has consistently risen to a new current high of 36%.

Indigenous children currently at 3% have been consistently between 3-5%. We have 1 refugee child.

The school ICSEA has risen from the low 900s to 1052. The 4 quarters have changed from a consistently evenly distributed 25% across all 4 quarters. The top quarter has risen to 28%, the top middle 32%, bottom middle 23%, and the bottom quarter is now 16%.

Currently we have 18% of our children on Individual Support plans with 3% as Complex Cases.

Cannon Hill State School embraces diversity and value the strengths it brings to our school community.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	21
Year 4 – Year 6	28	27	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

We use the following to guide our approach to Curriculum delivery:

**Inquiry Learning** inspired by the *Reggio Emilia Approach*: This approach listens to children, and makes visible their thinking as they explore learning, which is designed and provoked by their teachers to connect their interests with the Australian Curriculum. Documentation of children's conversations as they think hypothetically and test their hypothesis provides teacher and parents with evidence of children's learning as they Inquire.

**Goal setting**: Children set goals with their teacher and work to achieve them. Teachers support this process with target lessons, gradual release pedagogy and conferencing. A culture of **feedback** to children is essential.

**Australian Curriculum (AC):** Teachers plan using the AC achievement standards and align the assessment and learning precisely.

### Co-curricular activities

We believe that children need to find their passion. We offer many experiences as we provide a variety of extra curricula experiences in clubs and extension learning during the school day.

Before school we offer **morning sport** (soccer, games, athletics, swimming).

Each day at first break we offer **clubs** (Environment Club, Art Club, STEAM club, String Club, French Club).

**After school** we offer: Māori Club, Chess Club. The school hosts German School and Dutch School.

**During school time** we offer: Extension Philosophy, Extension Music, Performance Choir, STEAM, Science Club.

### How information and communication technologies are used to assist learning

Cannon Hill State School has a 1-2-1 program for years 4-6. Children create using a variety of software. Children use their devices to access learning at their level. This is due to the individualised learning that digital devices can offer when skilled teachers plan their use. All teachers (P-6) are teaching Digital Pedagogies, with units planned from the Australian Curriculum to suit their classes.

## Social climate

### Overview

Cannon Hill State School creates a safe, supportive and disciplined learning environment by making sure that all teachers share the same school wide understandings of how children are viewed as *Strong and Competent*.

The teachers have read *When the Adults Change Everything Changes*, Paul Dix 2017. From this shared study of the book have come 3 rules; **READY RESPECTFUL SAFE**. All children know these rules and can connect to them. Teachers have also agreed to 3 strategies from that book. These are used consistently by teachers.

Children explicitly learn the difference between bullying and conflict.

Bullying is reported and acted upon immediately. There is a bullying audit / survey held each term to monitor children's perceptions of whether they are being bullied. The data from this audit is collated by the behaviour team and acted upon.

The behaviour team (4 teachers and Deputy Principal) meet each Monday to support teachers with individual children through an inquiry process. They also analyse current behaviour data. Each term, they organise, facilitate and collate data from the bullying audit. The team also lead and organise special annual events (such as celebrating the national *No to Bullying Day*).

Children are explicitly taught *The Zones of Regulation* (Kuyper, 2016) by class teachers. All children connect to this common language that helps them understand how they are feeling and how to manage that feeling.

*Think Feel Do* is a common strategy to solve conflict. *Restorative conferences*, supported by a trained teacher, are held if serious conflict or bullying has occurred.

Senior children are playground buddies for the P-2 children each break.

Cannon Hill State School participates in *National Say No to Bullying Day*. We wear orange, hold a special assembly and make huge banners for the community to see.

Parents are kept informed of issues that arise and meetings are held so that issues can be discussed and concerns heard.

The P&C has purchased wellbeing books, inclusive playground equipment and a Buddy Bench to support safe, non competitive play.

## 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	86%	93%	100%
• this is a good school (S2035)	93%	93%	94%
• their child likes being at this school* (S2001)	100%	97%	100%
• their child feels safe at this school* (S2002)	100%	97%	91%
• their child's learning needs are being met at this school* (S2003)	83%	87%	100%
• their child is making good progress at this school* (S2004)	93%	90%	97%
• teachers at this school expect their child to do his or her best* (S2005)	90%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%	97%
• teachers at this school motivate their child to learn* (S2007)	86%	89%	100%
• teachers at this school treat students fairly* (S2008)	83%	89%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
• this school works with them to support their child's learning* (S2010)	89%	89%	100%
• this school takes parents' opinions seriously* (S2011)	86%	85%	97%
• student behaviour is well managed at this school* (S2012)	83%	83%	87%
• this school looks for ways to improve* (S2013)	86%	90%	97%
• this school is well maintained* (S2014)	90%	83%	81%

\* 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 <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	95%	98%
• they like being at their school* (S2036)	91%	95%	90%
• they feel safe at their school* (S2037)	90%	95%	98%
• their teachers motivate them to learn* (S2038)	98%	96%	100%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	92%
• teachers treat students fairly at their school* (S2041)	84%	88%	90%
• they can talk to their teachers about their concerns* (S2042)	88%	89%	94%
• their school takes students' opinions seriously* (S2043)	82%	91%	96%
• student behaviour is well managed at their school* (S2044)	81%	77%	92%
• their school looks for ways to improve* (S2045)	90%	87%	98%
• their school is well maintained* (S2046)	88%	86%	98%
• their school gives them opportunities to do interesting things* (S2047)	95%	93%	94%

Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
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\* 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 <sup>#</sup> that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	78%	100%
• they feel that their school is a safe place in which to work (S2070)	95%	89%	100%
• they receive useful feedback about their work at their school (S2071)	95%	83%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	94%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	95%	89%	100%
• staff are well supported at their school (S2075)	95%	71%	90%
• their school takes staff opinions seriously (S2076)	90%	78%	89%
• their school looks for ways to improve (S2077)	100%	89%	100%
• their school is well maintained (S2078)	100%	72%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	94%	100%

\* 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

Slow food – Kitchen Garden program / Italian sister school.

External moderation with GLC (schools in the local area) schools.

Practitioner Research with GLC schools.

Reggio Twilight Conference - teachers sharing research with educators from Queensland.

Pre-Prep program – we partner with Cannon Hill Kindy, Morningside Centre and volunteer parents.

La Serata - music parent group, instrumental funding P&C.

Play group run by parents.

Design of school signs – parent.

Food Bank- Parents run Breakfast Club 3 times per week. They make cheese and butter using donated goods and school grown produce.

'Ready Readers' volunteer to read with children. Parents also help with changing books and reading with children each week.

Italian community group funds Italian language learning.

Children access free morning sport, funded by a grant.

Swimming supervision by parents and extra swimming teacher funded by P&C.



The consultation process used toward making decisions to allow adjustments to assist students with diverse needs to access and participate fully at school:

We have a Special Needs Advisory Committee (SNAC), and children with special needs are referred to the SNAC team. Teacher presents the child. The inquiry process facilitates the meeting. The class teacher uncovers a new strategy. This strategy connects to the real problem that the SNAC team has helped explore and precisely pinpoint.

## Respectful relationships education programs

### Personal safety

Cannon Hill State School annually programs visits from Brave Hearts and Daniel Morecombe (alternating). These personal safety programs include sessions at school as well as take home materials for children to share with parents.

*National Say No to Bullying Day* celebrated annually at Cannon Hill State School.

Teachers provide explicit lesson on personal safety that follow up the visiting programs.

Teachers explicitly teach children to recognise conflict and bullying. They then teach the steps of how to deal with conflict and bullying. Reporting to others, especially teachers, is constantly reinforced to all children. Respectful relations are built through shared understanding and common language with open communication.

## 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	27	4	4
Long suspensions – 11 to 20 days	2	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

Year 4/5/6 children have worked on a waste reduction projects.

The school has chickens - they eat the left over scraps.

CHSS have reduced the number of bins we as a school fill with rubbish each week. The children take home any waste they bring with them that wraps their lunch. We sort rubbish in the following categories: paper, general messy waste, compost and chicken scraps.

We have installed numerous water tanks throughout the school. This collected rainwater is used to flush toilets, water grass lawns, oval and gardens and fill the pool.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,359	108,251	
Water (kL)	799	930	1,169

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.

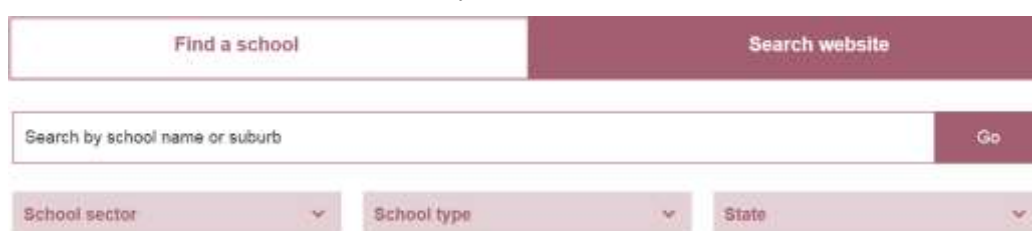
## School funding

### 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](#) 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.



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



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



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

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	24	20	0
Full-time equivalents	20	10	0

\*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	
Doctorate	1	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	5	
Graduate Diploma etc.*	2	
Bachelor degree	10	
Diploma	1	
Certificate	n/a	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 200 000.

The major professional development initiatives are as follows:

- Writing – Strategic Inquiry (coaching, building capacity, team meetings, collective efficacy) – teacher release
- Behaviour Management- (coaching, external PDs, team meetings) teacher release
- Planning (individual coaching) – teacher release, external PD
- Academic Enrichment Planning- teacher release, external PD

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%	97%	97%

### 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	93%	94%	94%
Attendance rate for Indigenous** students at this school	94%	93%	93%

\* 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%	93%	95%
Year 1	92%	94%	94%
Year 2	95%	94%	95%
Year 3	92%	95%	94%
Year 4	95%	92%	94%
Year 5	90%	94%	93%
Year 6	93%	94%	94%

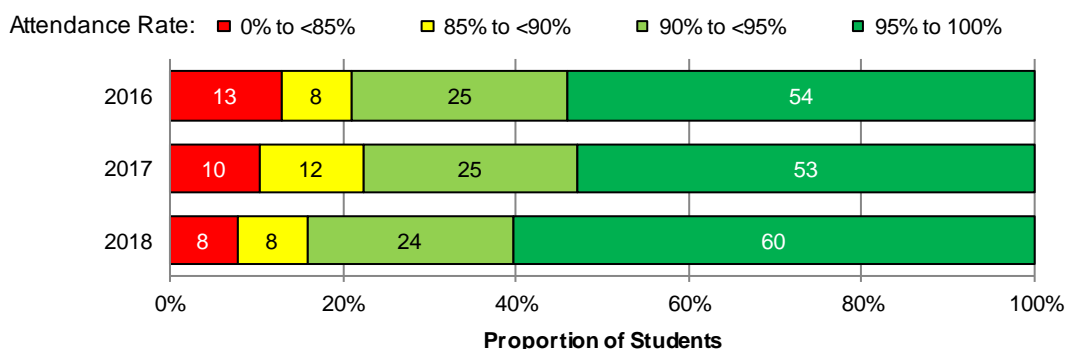
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

### Managing Non-Attendance

1. An alert attendance list is created.
2. Children are added to the alert list by admin and teachers.
3. Teacher aide alerts the Deputy if children from the alert list are absent.
4. Deputy principal checks for reasons for absence.
5. If there is no reason or a non valid reason the DP calls the parent to find out the reason and offers support asks what support they need. Offers support from external experts.
6. If absence persists Deputy / GO and or Principal do a home visit and offer support.
7. If absence persists then standard DoE letters are sent home at required intervals.

## 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

Search by school name or suburb Go

School sector School type State

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



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

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.

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