

Churchill State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Churchill State School has continued to be recognised in the district as a school which both caters for diversity and ensures that its students feel welcomed and settled in their education. The introduction of the Churchill Champion Framework has tightened the school's focus on improving education for all students. The school values of:

Be Respectful Be Responsible Be Safe are embedded in all aspects of school culture.

The school is part of the Ipswich Cluster and is actively involved in cluster initiatives, including Closing the Gap on Indigenous Education and leadership forums. Interaction with neighbouring schools and schools within our cluster has continued ensuring diversity in the delivery of teaching programs.

Work undertaken by the Head of Curriculum has ensured our school's curriculum is consistent with other schools in the district/cluster and the new Australian Curriculum. Our SEP teacher supports students with individual learning needs.

The redevelopment of our Resource Centre and the construction of the Hall has enhanced the already considerable facilities at the school.

Churchill State School has one of the best ovals in the district and offers a wide range of sports both in Summer and Winter.

School progress towards its goals in 2014

The school met the core of its goals in relation to developing curriculum and making the Pedagogical Framework explicit. Considerable focus was on the improving literacy in the school and working towards creating a centralised curriculum. A reading framework was developed and significant professional development was done around developing reading strategies. A reading coach was engaged and several teachers were supported in their understanding of 'what good teaching of reading looks like at Churchill State School. Children are encouraged to read daily. An assessment framework was fine tuned to establish minimum standards and benchmarks in our lower grades.

Teachers continued to work on other subjects being developed in the C2C. History is being taught by a specialist teacher that also provides teachers with a non-contact time.

Considerable work has been completed in establishing a supportive school environment. Levels of behaviour are supported with the distribution of bracelets according to the levels. Only children maintaining good behaviour are invited to special school events. The student council plays an active role to support our positive school environment. Good use is being made of our Chaplain in supporting children with 'intense' social skill support. Teachers have actively engaged with electronic formats for the delivery of lessons and engage with the Education Queensland's C2C version.

Future outlook

There will be a heightened expectation that the number of pupils above the national benchmark for Reading and Numeracy will increase. We develop a whole school assessment and benchmark program with standardized diagnostic tools used across all grades.

The continuation and introduction of a number of on-line learning programs will support the teachers in delivering curriculum at the right level of differentiation e.g. U2B Maths, Solid Pathways, LOTE, Reading Eggs and Mathletics for point of time delivery.

The Pedagogical Framework will assist staff in quality curriculum delivery with the focus on embedding a deep understanding in the core curriculum areas. Parts of this framework will act as the basis for developing a common understanding of Explicit Teaching and what that means at Churchill State School.

Our school will continue to be involved in the two programs were introduced in 2013
 Step Up into Education:- a pre-prep program
 Literacy Coaching

Our supportive school environment will be extended with consistent expectations with regards to behaviour and rewards across all grades. Children will also have access to our school chaplain and a school ONPSYCH psychologist.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	356	179	177	91%
2013	340	179	161	93%
2014	339	170	169	92%

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

Characteristics of the student body:

The overall student population is comprised of roughly equal numbers of girls and boys. Most students come from a variety of socio-economic households.

The majority of parents are supportive of the school and work closely to ensure that issues are quickly sorted with satisfactory outcomes. Enrolments in the school have remained healthy despite the opening of a new school within a 5km radius of Churchill State School.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	26	20
Year 4 – Year 7 Primary	26	27	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	61	28	28
Long Suspensions - 6 to 20 days	6	4	1
Exclusions [#]	0	0	1

Cancellations of Enrolment	0	0	0
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Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Lote – Japanese in Years 6 and 7 – online; Literacy and Numeracy support for non-LOTE students
- Instrumental Music
- Junior & Senior Choirs
- History – Specialist subject

Extra curricula activities

- Chess Club
- Friends for Life
- Rock and Water Program
- Interschool sport

How Information and Communication Technologies are used to assist learning

Teachers are engaging in using the on-line resources provided in Curriculum Into the Classroom, Education Queensland's Curriculum. Some of the learning takes a digital format as outlined below:

- Published work: Microsoft Word and Microsoft Publisher
- Spreadsheets: Microsoft Excel (data collection and graphing)
- Multimedia: Powerpoint (for presentations)
- GIMP (for graphical work)
- Microsoft Paint (for graphical work)
- Movie Maker (production of digital movies)
- Research: Internet (utilizing Internet Explorer and Google)
- Microsoft Encarta
- Email: Managed Internet Services
- IWB: All Key Learning Areas
- I pads: To support Differentiation programs for special needs and classroom programs
- Japanese: Lote delivered through Distance Education
- Maths U2B & Solid Pathways

Social Climate

Churchill State School provides a range of services that support students and families. Our School Opinion Survey indicates significant approval for the school with our parent and student bodies. We have an active Student Support Service program.

The school's Code of Behaviour is based on rewarding good behaviour and assisting students to develop positive social interactions. Churchill Champions are acknowledged through rewards and a coloured band system. We reward those children having appropriate behaviour with specialised activities at the end of the year. Anti-Bullying programs are delivered at classroom level as well as through a range of targeted programs such as Life Education.

Our Chaplaincy Programs runs a variety of programs to support students with social and emotional problems including Friends For Life.

The HAST program has been enormously successful in encouraging students to eat well and travel safely to school.

The Before and After School Care program is well used and popular

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	93%	96%
this is a good school (S2035)	100%	97%	96%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	97%	92%
their child's learning needs are being met at this school* (S2003)	100%	97%	92%
their child is making good progress at this school* (S2004)	96%	93%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	85%
teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
teachers at this school treat students fairly* (S2008)	100%	97%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	92%
this school works with them to support their child's learning* (S2010)	100%	97%	92%
this school takes parents' opinions seriously* (S2011)	96%	93%	77%
student behaviour is well managed at this school* (S2012)	96%	93%	69%
this school looks for ways to improve* (S2013)	100%	93%	85%
this school is well maintained* (S2014)	100%	93%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	100%	99%
they like being at their school* (S2036)	98%	96%	97%
they feel safe at their school* (S2037)	98%	98%	100%
their teachers motivate them to learn* (S2038)	98%	100%	99%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	99%
teachers treat students fairly at their school* (S2041)	97%	98%	98%
they can talk to their teachers about their concerns* (S2042)	98%	94%	98%
their school takes students' opinions seriously* (S2043)	100%	100%	99%
student behaviour is well managed at their school* (S2044)	97%	98%	97%
their school looks for ways to improve* (S2045)	100%	96%	99%
their school is well maintained* (S2046)	100%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	93%
they feel that their school is a safe place in which to work (S2070)		100%	96%
they receive useful feedback about their work at their school (S2071)		100%	81%
students are encouraged to do their best at their school (S2072)		100%	96%
students are treated fairly at their school (S2073)		95%	89%
student behaviour is well managed at their school (S2074)		100%	78%
staff are well supported at their school (S2075)		95%	81%
their school takes staff opinions seriously (S2076)		95%	81%
their school looks for ways to improve (S2077)		95%	96%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		95%	89%

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The school's newsletter and website were both redesigned to be more "friendly" for parents. Messages of encouragement are sent via both forums to ensure parents are aware of events and encouraged to attend.

Individual classroom teachers write class-based newsletters outlining what is happening in the classroom and inviting parents to participate in classroom activities.

The school has special celebrations like a week of NAIDOC celebrations with competitions and learning activities, and under 8's day.

We have an active parent involvement program and many parents assist each day with reading in classrooms. Many parents attend our assembly on Monday afternoon's to see their children rewarded for their efforts.

Reducing the school's environmental footprint

The first stage of Solar power has helped reduce power consumption. Our school is a "Lights Out" community with no lights being left on at night. Teachers are reminded to use air conditioning only when necessary and to maintain it at 26 degrees.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	96,000	1,116
2012-2013	109,180	1,093
2013-2014	117,712	721

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

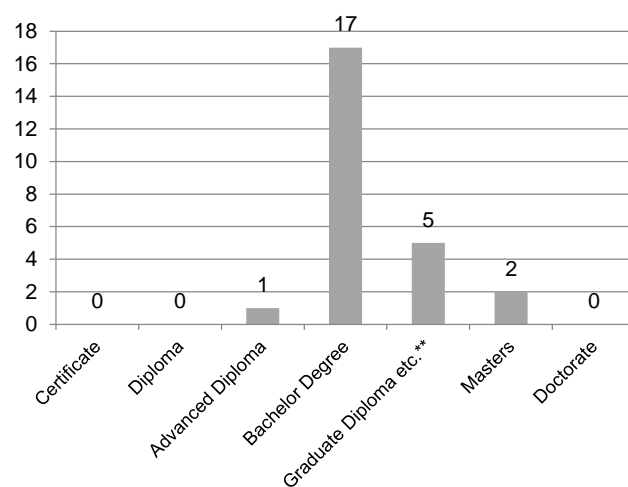
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	15	<5
Full-time equivalents	21	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	17
Graduate Diploma etc.**	5
Masters	2
Doctorate	0
Total	25



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 23 595

The major professional development initiatives are as follows:

- Fleming – Explicit Instruction
- First Aid Training
- Sheena Cameron Explicit Reading Instruction
- Team building
- Principal development

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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 73% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	92%

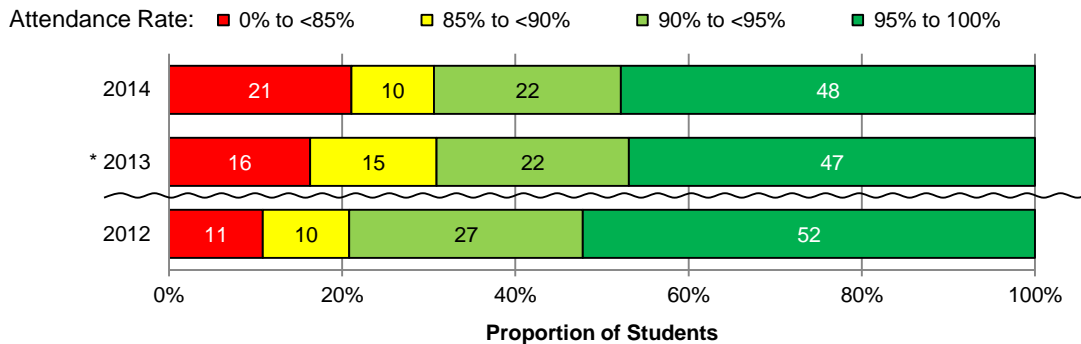
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	93%	95%	93%	93%	93%	91%					
2013	91%	93%	92%	94%	92%	90%	88%					
2014	91%	92%	94%	93%	91%	90%	94%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

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

- Where there are concerns about student attendance the following measures are in place:
- Phone call placed by classroom teacher with follow up call by Deputy or Principal.
- Monitoring of attendance by Deputy or Principal
- Notification in writing to the parent or guardian

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Our Aboriginal and Torres Strait Islander student's achievement at Churchill State School is mixed however the majority of students are at or around the school mean. Year 5 shows a particular strength with no to little gap in reading, writing and numeracy. Our Year 7's also show no gap in writing. We still have work to do with our younger co-hort of children.

Student attendance can vary depending on family issues however, on the whole it is slightly above the non indigenous students with most students regularly attending. Indigenous parents value education.

The school has been active in involving and engaging with Indigenous parents, students and community issues. We have committed staff and parents with an active involvement in Indigenous affairs