

Churchill State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Churchill State School is a co-educational school with approximately 360 students located on the southern outskirts of Ipswich. It is a long-established school, first opening its doors in 1923. Churchill has a proud tradition and a demonstrated commitment to delivering a high quality state education.

Churchill is a champion learning community of families and staff who work together to support and develop each other. We have high expectations for students, parents and staff and believe that every member of the community can achieve success.

Our motto is No Success without Effort. As a school community our aim is to do whatever it takes to ensure our students are literate, numerate and champion community members.

This report outlines the progress we have made as a school and our future direction.

School progress towards its goals in 2015

2015 GOALS	PROGRESS
Support all eligible students in Years 3 and 5 to achieve the NMS as reflected in NAPLAN testing	Achieved
Increase the percentage of students achieving a 'C' standard or above in Mathematics in Prep to Year 6	Achieved
Increase the percentage of students achieving a 'C' standard or above in English across Prep to Year 6	Achieved
Support each student at risk of not achieving NMS (as reflected in internal school data) with tailored support programs and particular emphasis in years P -3	Achieved

Future outlook

READING	
Actions to address improvement strategy	Timelines, milestones and targets
Culture <ol style="list-style-type: none"> 1. Communication 2. Define roles and responsibilities of leadership team 3. Define decision making structure 4. Embed Responsible Behaviour Plan based on Positive Behaviour Learning 5. Churchill 'Attendance Policy' and 'Roll Marking' procedures embedded and communicated. 	<ul style="list-style-type: none"> • Staff can clearly articulate improvement agenda – Jan 2016 • Increase number of students achieving regional benchmarks • Increased number of year 3 students achieving U2B in 2016 • 100% of student data on OneSchool – June 2016

<p>Pedagogical Framework</p> <ol style="list-style-type: none"> 6. Redevelop pedagogical framework based on high quality teaching and a repertoire of practice 7. Redevelop and embed whole school reading framework based on Sheena Cameron 8. Develop whole school professional development plan with clear links to improvement plan <p>Data</p> <ol style="list-style-type: none"> 9. Align whole school assessment plan to regional benchmarks 10. Further enhance data wall and tracking of students 11. Develop staff capacity with data literacy (PD Plan) 	<ul style="list-style-type: none"> • 100% of teacher aides completed PD on teaching of reading and reading intervention • 100% of students have learning goals – Feb 2016 • Attendance 'Celebration' events a regular feature of school calendar and culture. • Attendance Target exceeded. • Decreased number of major behaviour incidents • 100% of staff adhering to school reading framework Jun 2016 • Parent reading workshops conducted June 2016 • 50% of Prep students reaching regional reading benchmarks Dec 2016
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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	340	179	161	49	93%
2014	339	170	169	53	92%
2015	370	193	177	64	91%

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 2015, 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:

Churchill State School is located on the south eastern urban fringe of Ipswich in an area of significant new development. The school draws students from a socioeconomically diverse catchment that includes both suburban and rural areas. We are fortunate to have a culturally diverse school with students from different backgrounds and cultures. We are proud to have 17% of students with an Aboriginal and Torres Strait Islander background. Many of our students stay at Churchill State School for their entire primary school education.

We also cater for students with a range of disabilities through our "Rainbow Room" Special Education Program.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	26	20	24
Year 4 – Year 7 Primary	27	27	22

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	28	28	83
Long Suspensions - 6 to 20 days	4	1	0
Exclusions	0	1	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.

Curriculum delivery

Our approach to curriculum delivery

Churchill State School delivers a high quality curriculum from Prep to Year 6. Our teachers work closely with our Head of Curriculum each term to tailor the curriculum to meet the needs of each individual students so they are achieving success.

- Languages – Japanese in Years 5 and 6 (We have changed to German in 2016)
- Instrumental Music
- History – Specialist subject
- HPE – Specialist subject
- Music – Specialist subject
- Swimming in Year 3
- Leadership Camp in Year 6
- Bremer Science Excellence Program for Year 6

Extra curricula activities

- Junior and Senior Choirs
- Band
- Ipswich Show Art Competition
- Ipswich Show Handwriting Competition
- Multimedia Competition
- Debating
- Chess Club
- Friends for Life
- Rock and Water Program
- Interschool sport
- Outside Hours School Care Program
- Step Up to Prep Pre Prep Program

How Information and Communication Technologies are used to improve learning

The use of information and communication technologies takes a high priority at our school. We are fortunate to have a 21st century learning environment that has the resources, facilities, digital infrastructure and equipment to facilitate best practice and enable our school community to prepare students for their future. Staff have embraced this way of working and deliver lessons that integrate technology as a part of everyday pedagogy.

Our school has full wireless coverage and we have invested heavily in electronic hardware. All of our classrooms have interactive whiteboards. We have a plan to move our desktop fleet to be fully mobile to allow for greater flexibility. We have invested in mobile devices in preference to desktops and students also access computer labs and devices such as iPads, digital microscopes and still and video cameras to complement learning activities.

Our teachers are constantly expanding their capacity to use digital resources to engage students and maximise their learning across the curriculum to ensure devices are well maintained and always working we also invest heavily in ICT technical support employing technicians 1 day per week.

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 Needs Action Committee and Wellbeing committee.

The school's Responsible Behaviour Plan is based on Positive Behaviour Learning and rewards good behaviour and assist 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 Program runs a variety of programs to support students with social and emotional problems. These programs include PPP Parenting Program, Friends for Life, Fun Friends, DOVE Program and Rock and Water.

The Outside School Hours Care offers an exceptional program and is very popular.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	96%	95%
this is a good school (S2035)	97%	96%	100%
their child likes being at this school (S2001)	100%	100%	95%
their child feels safe at this school (S2002)	97%	92%	95%
their child's learning needs are being met at this school (S2003)	97%	92%	95%
their child is making good progress at this school (S2004)	93%	100%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	85%	90%
teachers at this school motivate their child to learn (S2007)	100%	96%	85%
teachers at this school treat students fairly (S2008)	97%	85%	90%
they can talk to their child's teachers about their concerns (S2009)	97%	92%	95%
this school works with them to support their child's learning (S2010)	97%	92%	95%
this school takes parents' opinions seriously (S2011)	93%	77%	90%
student behaviour is well managed at this school (S2012)	93%	69%	90%
this school looks for ways to improve (S2013)	93%	85%	95%
this school is well maintained (S2014)	93%	96%	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	99%	95%
they like being at their school (S2036)	96%	97%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	98%	100%	97%
their teachers motivate them to learn (S2038)	100%	99%	98%
their teachers expect them to do their best (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work (S2040)	100%	99%	94%
teachers treat students fairly at their school (S2041)	98%	98%	93%
they can talk to their teachers about their concerns (S2042)	94%	98%	95%
their school takes students' opinions seriously (S2043)	100%	99%	95%
student behaviour is well managed at their school (S2044)	98%	97%	85%
their school looks for ways to improve (S2045)	96%	99%	97%
their school is well maintained (S2046)	96%	99%	99%
their school gives them opportunities to do interesting things (S2047)	98%	98%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	93%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	100%	81%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	89%	100%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	95%	89%	90%
student behaviour is well managed at their school (S2074)	100%	78%	90%
staff are well supported at their school (S2075)	95%	81%	97%
their school takes staff opinions seriously (S2076)	95%	81%	100%
their school looks for ways to improve (S2077)	95%	96%	100%
their school is well maintained (S2078)	100%	100%	97%
their school gives them opportunities to do interesting things (S2079)	95%	89%	93%

'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

Churchill State School encourages parents to have an active participation in their children's school. At Churchill we believe to have champion students we need a champion community to work with us to ensure our students achieve success.

We run a school managed Facebook and Twitter page which is updated daily to keep parents and caregivers informed about what is happening in the school.

We have a weekly assembly on Monday mornings where all community members are encouraged to come along and celebrate our students' successes.

Parents/Caregivers are regularly invited to come along to events such as Art Open Morning, Reading Workshops, Sports Day, Under 8's Day and volunteer in classrooms.

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 24 degrees. Children are taught sustainable practices through our school's whole school behaviour program and by participating in "What a Waste" programs.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	109,180	1,093
2013-2014	117,712	721
2014-2015	135,755	534

*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.

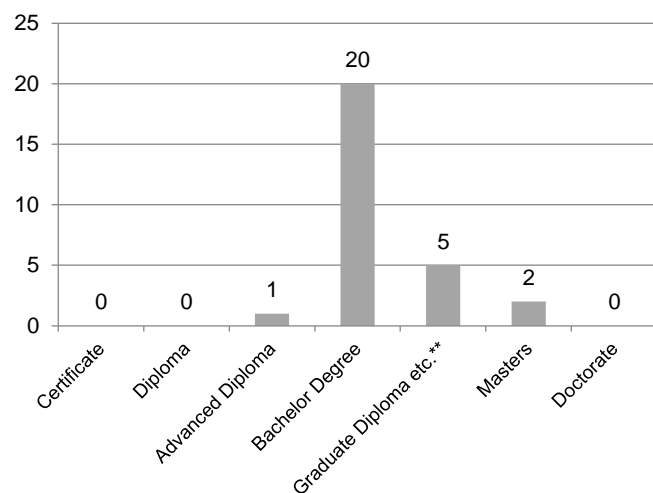
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	17	<5
Full-time equivalents	23	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	20
Graduate Diploma etc.**	5
Masters	2
Doctorate	0
Total	28



*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 2015 were \$15,084.62

The major professional development initiatives are as follows:

- Termly team planning days
- Lyn Sharratt "Putting Faces on the Data"

- Age Appropriate Pedagogies
- Non Crisis Intervention
- Understanding Poverty
- Thinking Functionally
- Reading

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

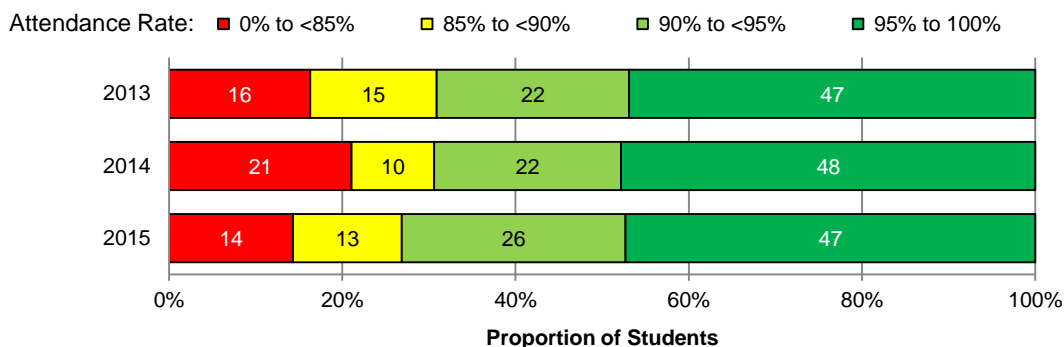
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	91%	93%	92%	94%	92%	90%	88%					
2014	91%	91%	92%	94%	93%	91%	90%	94%					
2015	92%	92%	88%	93%	93%	94%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

Key strategies that are used to encourage attendance are:

- 95% Club with individual rewards for students who have attendance rate is 95% or higher
- Daily celebrations through social media of classes with 100% attendance
- Class celebrations each semester for classes who have an attendance rate of 95% or higher
- Establishment of "Churchillian Award"

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.

Find a school

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.