Churchill 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

Queensland
Government

Contact Information

Postal address:	Warwick Road Churchill 4305
Phone:	(07) 3810 4333
Fax:	(07) 3810 4300
Email:	principal@churchillss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Kelli Harvey

School Overview

Churchill State School was established in 1923 and has an extended history of excellence with members of our community being proud of the achievements of our staff and students. Our school is a place where children enjoy coming to learn, a place where all children, staff and parents truly feel they belong and are valued for the contributions they make to our school community. At Churchill State School we strive to provide a high quality academic program which recognises and values high achievement in literacy and numeracy and also develops each student's creativity, decision making and problem solving skills. A range of programs exist in our school which assist students by providing an appropriate level of support, including ensuring we are improving the outcomes in achievement levels of our Aboriginal and Torres Strait Islander students. Our students live mostly in the local communities of Churchill, Winston Glades and Yamanto, while we also have a number of families from Amberley RAAF base enrolled. Churchill State School provides a safe and supportive environment for all students and staff.

Principal's Forward

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 2016

2016 GOALS	PROGRESS
Increase the percentage of students achieving a 'C' standard or above in English across Prep to Year 6.	Achieved
Increase the percentage of students achieving a 'C' standard or above in Mathematics in Prep to Year 6.	Achieved
Increase the number of Prep students meeting regional benchmarks.	Achieved
Support each student at risk of not achieving Regional reading benchmarks with tailored support programs and particular emphasis in Prep to Year 2.	Achieved

Future Outlook

The explicit improvement agenda for 2017 continues to have reading as a priority focus as well as a school wide phonics program and that all students are making a minimum of 12 months progress each year.

EXPLICIT IMPROVEMENT AGENDA		
Reading	Age Appropriate Pedagogy	Capacity Building

2017 GOALS	PROGRESS
75% of students reading at Regional NMS or above	Working towards
Attendance rate: 92% or higher and less than 10% unexplained absences	On track
80% of students achieving A-C in English, Maths and Science	On track
Decreased number of student disciplinary absences	On track
Under 85% Attendance: Less than 10% of students attending less than 85%	Working towards

Queensland Government

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	339	170	169	53	92%
2015*	370	193	177	64	91%
2016	371	193	178	63	93%

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
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. The school is enrolment managed with many of our students living within the catchment area. 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.

Our "Rainbow Room" program supports students with disabilities to have an inclusive education.

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	23	22
Year 4 – Year 7	27	26	27
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
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 – German in Years 5 and 6
- Instrumental Music

Queensland
Government

- History/Geography – Specialist subject
- HPE – Specialist subject
- Music – Specialist subject
- Dancefever
- Swimming in Year 3
- Leadership Camp in Year 6
- Bremer Science Excellence Program for Year 6
- Superhero Squad Literacy Enrichment Program
- Reading Champions – reading support intervention program

Co-curricular Activities
- Junior and Senior Choirs
- Band
- Ipswich Show Art Competition
- Ipswich Show Handwriting Competition
- Multimedia Competition
- Reading Club
- Friends for Life
- Rock and Water Program
- Interschool sport
- Outside Hours School Care Program
- Pre Prep Program

How Information and Communication Technologies are used to Assist 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

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	95%	95%
this is a good school (S2035)	96%	100%	90%
their child likes being at this school* (S2001)	100%	95%	95%

Queensland Government

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child feels safe at this school* (S2002)	92%	95%	95%
their child's learning needs are being met at this school* (S2003)	92%	95%	95%
their child is making good progress at this school* (S2004)	100%	95%	85%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	90%	80%
teachers at this school motivate their child to learn* (S2007)	96%	85%	85%
teachers at this school treat students fairly* (S2008)	85%	90%	90%
they can talk to their child's teachers about their concerns* (S2009)	92%	95%	95%
this school works with them to support their child's learning* (S2010)	92%	95%	80%
this school takes parents' opinions seriously* (S2011)	77%	90%	90%
student behaviour is well managed at this school* (S2012)	69%	90%	85%
this school looks for ways to improve* (S2013)	85%	95%	95%
this school is well maintained* (S2014)	96%	100%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	95%	98%
they like being at their school* (S2036)	97%	96%	98%
they feel safe at their school* (S2037)	100%	97%	100%
their teachers motivate them to learn* (S2038)	99%	98%	100%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	94%	100%
teachers treat students fairly at their school* (S2041)	98%	93%	99%
they can talk to their teachers about their concerns* (S2042)	98%	95%	98%
their school takes students' opinions seriously* (S2043)	99%	95%	100%
student behaviour is well managed at their school* (S2044)	97%	85%	99%
their school looks for ways to improve* (S2045)	99%	97%	100%
their school is well maintained* (S2046)	99%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	81%	97%	89%

Queensland Government

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	94%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	89%	90%	93%
student behaviour is well managed at their school (S2074)	78%	90%	89%
staff are well supported at their school (S2075)	81%	97%	93%
their school takes staff opinions seriously (S2076)	81%	100%	93%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	100%	97%	96%
their school gives them opportunities to do interesting things (S2079)	89%	93%	96%

* 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

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 volunteers in classrooms. Parents/Caregivers are encouraged to get involved with our very supportive P&C that meets monthly.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	28	83	53
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	1	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

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.

Queensland
Government

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	117,712	721
2014-2015	135,755	534
2015-2016	134,583	779

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.**

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	27	20	0
Full-time Equivalents	24	13	0

Queensland Government

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	20
Diploma	1
Certificate	0

*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 $18 000

The major professional development initiatives are as follows:

- Termly team planning days
- Lyn Sharratt "Putting Faces on the Data"
- Age Appropriate Pedagogies
- Guided Reading
- QELI Leadership
- Non Violent Crisis Intervention team response
- First Aid

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.	95%	96%	94%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Queensland Government

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).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	93%

*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.

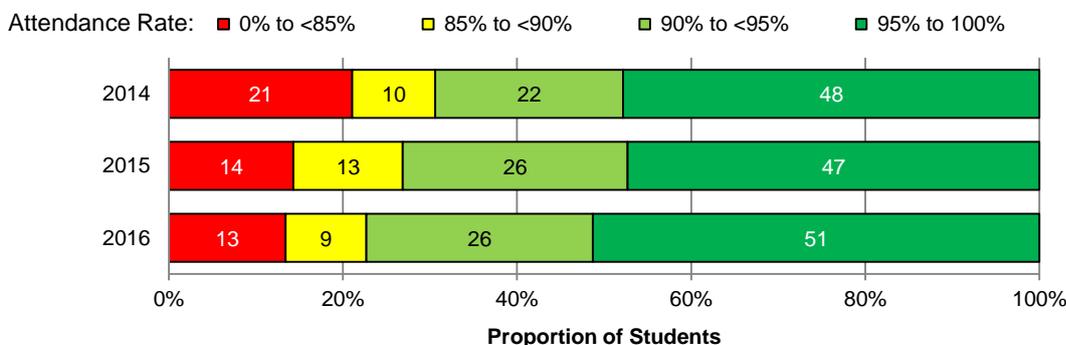The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	91%	91%	92%	94%	93%	91%	90%	94%					
2015	92%	92%	88%	93%	93%	94%	95%						
2016	92%	94%	95%	87%	95%	94%	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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	21	10	22	48
2015	14	13	26	47
2016	13	9	26	51

Proportion of Students

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.

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

Queensland Government

- Class celebrations each semester for classes who have an attendance rate of 95% or higher
- Establishment of "Churchillian Award"

In 2017, we are implementing a same day SMS absence alert system.

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.**

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 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.

Conclusion

Churchill State School is proud of its year on year improvement and strives to continue this into 2017 and beyond. Our leadership team was regionally commended at the Department of Education and Training's Showcase awards as "Leadership Team of the Year".