

# Churchill State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Churchill State School** from **25 to 27 November 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Robert Van den Heuvel	Internal reviewer, SIU (review chair)
Craig Homer	Peer reviewer
Clare Grant	External reviewer



## 1.2 School context

<b>Location:</b>	Warwick Road, Churchill Queensland
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1923
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	344
<b>Indigenous enrolment percentage:</b>	20.6 per cent
<b>Students with disability enrolment percentage:</b>	8.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	906
<b>Year principal appointed:</b>	2019 – acting
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	28 (14 classes)
<b>Significant partner schools:</b>	Bremer State High School, K-2 Community of Practice schools – Ipswich cluster
<b>Significant community partnerships:</b>	Kambu, Goodstart Early Learning Churchill, Playgroup Queensland, Queensland Ballet/Deakin University, Mission Australia
<b>Significant school programs:</b>	Instrumental and choir programs; interschool sport; social emotional programs – Mancave, Rock and Water, Zones of Regulation; Science, Technology, Engineering and Mathematics (STEM); Queensland Ballet project



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), 15 classroom teachers, two inclusion teachers, Support Teacher – Literacy and Numeracy (STLaN), teacher librarian, 14 teacher aides, three administration officers, 55 parents and 60 students.

Community and business groups:

- Indigenous community representative and representative of Queensland Ballet partnership.

Partner schools and other educational providers:

- Representative of Ipswich State High School, representative of Bremer State High School and representative of Churchill Goodstart Early Learning.

Government and departmental representatives:

- Federal Member for Blair and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	School differentiation plan or flowchart
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School Data Profile (Semester 1 2019)	School Opinion Survey
School based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1 2019



## 2. Executive summary

### 2.1 Key findings

#### **The school embraces its heritage and is a key stakeholder in the broader community.**

The school continues to be a focal point of its community since opening in 1923. Students are predominantly enrolled from the local communities of Churchill, Winston Glades and Yamanto. Parents and community members speak proudly of the school's heritage over many years with a range of stakeholders celebrating links over a number of generations. Staff report that the school strives to provide high quality academic achievement in numeracy and literacy, and acknowledge the importance of each student's creativity, decision-making and problem solving skills.

#### **Staff play an active role in promoting the use of data to inform teaching and learning.**

The school uses the work of Lyn Sharratt's<sup>1</sup> 'Putting Faces on the Data' and other educational researchers to shape the school's practices to interpret data and reflect upon student progress. School leaders promote the use of data within curriculum and differentiation planning. School data walls, located in the Hub, are used to support literacy initiatives. The combined efforts of analysing and acting upon data are resulting in improved student achievement in targeted areas. This is reflected in the quality relative gains for students across Years 3 to 5 in the National Assessment Program – Literacy and Numeracy (NAPLAN). The gains for current assessed students in writing, reading, spelling and numeracy are above Similar Queensland State Schools (SQSS).

#### **Parents highly value the commitment of staff and their work in supporting students' learning and wellbeing.**

Parents report satisfaction with the regular teacher communication, particularly through the use of the Churchill Communication Book. They appreciate understanding what their child is learning and how they can help to improve their child's learning and achievement. Parents are appreciative of the responsiveness of school leaders and the teaching team in addressing any concerns they may have. Many parents express appreciation for the professionalism of school staff and their commitment to the learning and wellbeing of students.

#### **The teaching team is building a collective vision to guide curriculum development.**

School leaders support teachers in the development and implementation of the Australian Curriculum (AC). Staff describe the growing consideration of local needs when completing curriculum planning. Learning activities are adjusted to suit the needs of students, the local community and to embed the general capabilities in addition to the cross-curriculum priorities. Curriculum leaders articulate that they are working with curriculum experts to

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<sup>1</sup> Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin Press.



deepen knowledge of the AC so that teachers can contextualise curriculum units aligned to the AC's achievement standards further in the future.

**There is a strong culture across the school to address the learning needs of students combined with a belief that all students can learn.**

Teachers support and closely monitor the progress of all students. Students are provided with differentiated support through their classroom programs. Parents articulate that they believe teachers are highly aware of their child's learning and wellbeing needs. Staff express keen interest in further developing shared understanding of a school-wide inclusive education approach. The leadership team identifies benefits for student achievement and wellbeing through revisiting the policy and organisational practices that support teachers' efforts to respond to the diverse needs of students alongside their same-aged peers.

**The school strives to create a learning environment that is respectful, healthy, supportive and disciplined.**

Students report that teachers care about them and are approachable, particularly in times of need. They recognise that teachers believe that all students will learn. The school maintains an expectation that students will do their best every day. The Responsible Behaviour Plan for Students (RBPS) underpins key routines and strategies to support a positive learning environment. Staff express interest in collaboratively identifying best practice strategies to manage learning, behaviour and emotional support for students with diverse needs. School leaders identify that clarifying roles and responsibilities for key leaders, inclusion team members and other support staff is an important foundation for supporting school-wide practices.

**Staff actively work to keep informed of current research regarding effective pedagogical practices.**

The school pedagogical framework is based on the need to do whatever it takes to ensure students achieve academic and social success and are literate, numerate and 'champion' community members. The notion of a Churchill Champion permeates whole-school practices ensuring a commitment to model and embed high expectations. Teachers regularly reference the pedagogical framework known as Churchill's Approach to Champion Learning and Achievement. They identify the extensive strategies and approaches embedded in the framework. Staff identify the need to intentionally target key high-yield strategies and embed them consistently across the school.

**The leadership team acknowledges the benefits of coaching, mentoring and quality feedback as a key driver in building expert teaching teams.**

Members of the leadership team conduct walkthroughs with a written feedback process based on providing two 'star' elements and a 'wish' for future development. The process of Watching Others Work (WOW) is encouraged and currently occurs on a voluntary basis. Staff members are positive regarding the opportunity to receive quality feedback on their teaching practice from the leadership team and peers. Leadership team members are





committed to the use of coaching and mentoring as a means to enhance staff capability and to drive the use of consistent, high-yield strategies across the school.

**Students value extracurricular opportunities and the support of staff members.**

Students report that key characteristics of the school include supportive teachers and a range of extracurricular activities. Students articulate highly valuing programs that extend their talents and skills including junior and senior choirs, instrumental music, involvement in the Ipswich Show art competitions, robotics and coding clubs, chess club and interschool sports. Students express that teachers are supportive of their learning and that the work provided to them encompasses an appropriate level of challenge.

**Stakeholders speak with pride in relation to their connection with the school.**

Students, parents and staff recognise the promotion of a positive sense of community is essential for the ethos of the school. The school is developing partnerships that demonstrate active levels of community participation and engagement to support and enhance student learning opportunities. They describe in detail how established partnerships add value to learning experiences and student outcomes including Playgroup Queensland, Kambu, Mission Australia and the Queensland Ballet. The partnership with Deakin University and Queensland Ballet features ten workshops in dance therapy for students with disability.



## 2.2 Key improvement strategies

Build upon collaborative planning processes to support teacher understanding of adapting and contextualising curriculum units aligned to the AC's achievement standards.

Collaboratively re-vision the inclusive framework to further develop a shared understanding of inclusion and associated attitudes, behaviours and practices, in conjunction with clearly articulated roles and responsibilities.

Collaboratively refine and communicate agreed expectations for a highly engaging learning environment that supports the RBPS and informs school-wide strategies.

Review and revise strategies to build teachers' deeper understanding of agreed core practices of the school's pedagogical framework.

Further enhance current teacher feedback processes using a focused coaching and mentoring model that targets school-wide pedagogies to maximise student learning.