Churchill State School

Executive Summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Churchill State School** from **9** to **13 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*.

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
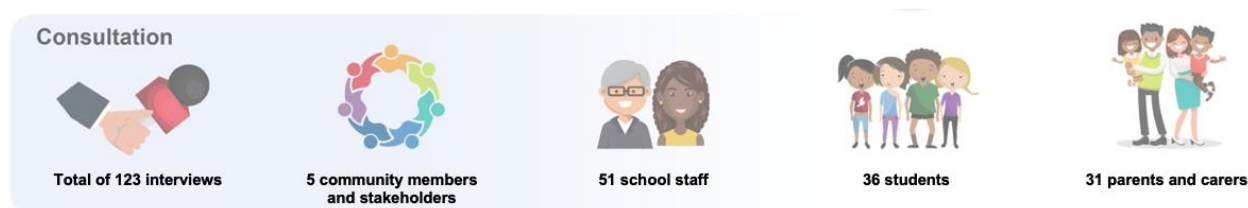
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Noel Baggs	Internal reviewer, SRR (review chair)
Darren Sengstock	Internal reviewer, SRR
Valerie Hadgelias	External reviewer

1.3 Contributing stakeholders

Consultation

Total of 123 interviews   5 community members and stakeholders   51 school staff   36 students   31 parents and carers

1.4 School Context

Indigenous land name:	We acknowledge the shared lands of the Yuggera and Ugarapul nation.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	330 students
Indigenous enrolment percentage:	21.4%
Students with disability percentage:	35.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	912

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **25** to **27 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 906 and the school enrolment was 344 with an Indigenous enrolment of 20.6% and a student with disability enrolment of 8.4%.

The key improvement strategies recommended in the review are listed below.

- Build upon collaborative planning processes to support teacher understanding of adapting and contextualising curriculum units aligned to the Australian Curriculum's (AC) achievement standards. (Domain 6)

- 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. (Domain 7)

- Collaboratively refine and communicate agreed expectations for a highly engaging learning environment that supports the Responsible Behaviour Plan for Students (RBPS) and informs school-wide strategies. (Domain 3)

- Review and revise strategies to build teachers' deeper understanding of agreed core practices of the school's pedagogical framework. (Domain 8)

- Further enhance current teacher feedback processes using a focused coaching and mentoring model that targets school-wide pedagogies to maximise student learning. (Domain 5)

2. Executive summary

2.1 Key affirmations

A 'whatever it takes' approach underpins the support for student learning and wellbeing.

The school is an important hub within the community, and parents, staff and students speak positively and proudly of the school. An ethos of high expectations is apparent, and students are referred to as 'champions'. There is a deep belief that every student is capable of successful learning, and staff articulate aspirational hopes for students' futures. A sense of optimism and commitment to the school's improvement agenda is apparent.

Staff describe the positive relationships they enjoy with their colleagues and school leaders.

Staff members speak highly of each other and a strong collegial culture is apparent across the school. A high level of trust is perceptible across the staff team. Staff demonstrate a willingness to share their knowledge and expertise with others to support improved learning outcomes for students. Staff members recognise that leaders are highly visible and present a positive presence in classrooms and throughout the school.

A strong commitment to building an inclusive environment is apparent.

Significant energy has been invested in building staff understanding of inclusion and documenting the school's policies and procedures in order to enable school-wide implementation of inclusive practice. School leaders explicitly promote the use of differentiated teaching as a priority and an essential element of every teacher's practice. It is recognised that some students require significant adjustments to their learning programs if they are to fully engage in successful learning.

Parents are considered partners in their child's education.

Parents express appreciation for the work of teachers and school leaders. Many parents articulate that staff members 'go above and beyond' to support students. Parents and community members speak highly of the principal working with the community to establish improvement of the school as a place of support and learning. Parents and students describe the high levels of care and support provided by teachers.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Engage regional support to review school planning processes for developing, documenting and monitoring the three levels of planning to ensure the AC is enacted in classrooms.

Establish professional learning opportunities to build the instructional leadership capabilities of current and emerging leaders.

Domain 8: Effective pedagogical practices

Review the school's pedagogical approaches to establish consistent, quality-assured practices to effectively implement high-impact strategies.

Domain 7: Differentiated teaching and learning

Develop processes to share best practice and further develop the skills of classroom teachers in providing purposeful, personalised and sustained differentiation practices to support the learning of all students.

Investigate ways to differentiate teaching and learning practices to improve engagement and outcomes of First Nations students.

Domain 3: A culture that promotes learning

Quality assure the implementation of Positive Behaviour for Learning (PBL) in order to gauge the efficacy of the framework in producing intended outcomes.