

Anglican Church Grammar School Annual Report 2017

Anglican Church Grammar School (Churchie) was established in 1912 and is one of the pre-eminent schools in the country. It is an independent school for day boys from Reception (Prep) to Year 12 and for boarders from Years 7 to 12. It is a school of the Anglican Church of Australia and a member of the Greater Public Schools (GPS) Association of Queensland.

Our vision

To be recognised nationally and internationally as a leader in educating young men.

Our mission: Making of men

The development of young men of good character, strong intellect and generous spirit who will move confidently into the global community and who will use their talents and gifts to lead and serve others.

Our values

Our values define the spirit, traditions and ethos of Churchie.

Learning values

- Imagination: the spirit of creativity
- Discipline: the spirit of responsibility
- Diligence: the spirit of endeavour
- Preparation: the spirit of foresight
- Determination: the spirit of optimism

Behavioural values

- Humility: the spirit of selflessness
- Integrity: the spirit of honour
- Honesty: the spirit of candour
- Dignity: the spirit of respect
- Chivalry: the spirit of consideration
- Loyalty: the spirit of commitment

School sector

Independent

School address

Oaklands Parade, East Brisbane QLD 4169

Total enrolments

1782

Year levels offered

Reception (Prep) to Year 12

Co-educational or single sex

Boys' education

Characteristics of the student body

At the end of 2017, Churchie comprised 1782 students from Reception (Prep) to Year 12, including 170 boarders, nine international students and seven Indigenous students. Churchie aims to award two to three scholarships each year to Indigenous students in collaboration with the Yalari organisation.

Distinctive curriculum offerings

Churchie offers a broad education based on the Australian Curriculum and Queensland Curriculum and Assessment Authority (QCAA) syllabuses.

The Reception or Prep Year programme offers an ideal environment for a boy's first formal year of learning. Students experience an academic programme underpinned by a thinking-skills curriculum, empowering them with the skills to learn purposefully. Student learning is enhanced through participation in weekly extension and enrichment activities with a focus on technology.

Small-group work across all year levels focuses on areas such as philosophy, problem solving and extension activities in literacy and numeracy. Year 4 students take part in an emotional intelligence (EI) intervention programme as part of the pastoral care programme, while Year 5 students undergo an EI booster programme. Similarly, boys in Year 1 take part in an EI foundations programme that focuses on our youngest boys recognising and managing emotions in themselves and in understanding the emotions of others.

Churchie is an authorised IB World School for the delivery of the International Baccalaureate Primary Years Programme (PYP). This is a globally recognised learning framework that places the student at the centre of learning and will assist to prepare our students for their place in the global community.

The Years 7 and 8 curriculum incorporates the core subjects of Mathematics, English, Science, Humanities, Health and Physical Education and Religious Studies, with Languages a compulsory component of study. Students also undertake two of

the compulsory elective offerings of Drama, Music, Visual Art, and Design and Technology each semester.

Year 9 students study the core subjects, including Languages, and two electives chosen from the following: Advanced Science; Design and Technology; Drama; Geography; Visual Art; Engineering Technology; Information and Communication Technology; Philosophy and Critical Reasoning; Music; and Film, Television and New Media.

Year 10 students study the core subjects of English, Mathematics, Science, History, Language, Pastoral Learning, Religious Education and two electives of their choice.

Senior School students in Years 11 and 12 study for the Queensland Certificate of Education (QCE). When starting Year 11, they select a course of study for the next two years. The course consists of Authority Subjects (subjects that are academically demanding), Authority Registered Subjects (practical subjects) and subjects with elements of vocational education.

Compulsory subjects are English and either Mathematics A or Mathematics B.

The Prep School offers a mix of in-class support and external small-group support that is developmentally appropriate. It is Churchie's express intention that, as much as practicable, learning support in the Preparatory School is offered as an inclusive, classroom-based model.

Within the Senior School, there is no classroom withdrawal for learning support. All learning support is implemented within regular classroom settings. Years 7 to 9 students have the possibility of being included into smaller-sized English and Mathematics classes for enhanced academic support. Class allocation is based on ability and needs.

Senior students engage in leadership development training comprising theoretical and practical elements of leadership, personal development, overseas service, personal challenge tours and outdoor education expeditions.

International Baccalaureate, QCE and VET

In August Churchie officially became an International Baccalaureate (IB) World School, authorised to deliver the Diploma Programme. This has involved from two years of committed collaboration and professional development from teachers in the Senior School. The Diploma Programme is now the second authorised IB programme, following the successful authorisation of the Primary Years Programme in the Prep School.

Testament to Churchie's preparation were the 11 commendations received after the authorisation process, which are highly valued in the reporting process. Two of these commendations of note were:

The School is to be commended for allocating an outstandingly positive and enthusiastic group of teachers to the IB Diploma Programme.

The School is to be commended for its good understanding of, and very strong commitment to, the Diploma Programme by the whole school community.

Such programmes allow Churchie to develop internationally minded men who will be able to lead in the global community. Critical to the success of the authorisation was the leadership of the Dean of IB Diploma Programme, Mr David Shapland, along with heads of faculty and teachers.

From 2018, students at Churchie will be able to choose to study the IB Diploma Programme or the Queensland Certificate of Education (QCE) for their senior course of study. A small number of students will also be able to access the Vocational Education and Training pathway.

Churchie's preparation for becoming an IB World School was an enriching professional journey for staff, who reported experiencing some of the best professional development of their careers. Teachers attended workshops covering over twenty subject areas and Churchie's Educational Psychologist and Careers and Guidance Counsellor participated in a counselling course in Singapore about how to best guide students in their senior pathways. Churchie's teaching staff embraced the internationalism of the IB, visiting cities such as Bangkok, Dubai, Jakarta, Mumbai, Tokyo, Singapore and Hong Kong to further their professional practice.

Extension and Enrichment

Students in the Prep School are provided with many opportunities for enrichment and extension. Challenging programmes for gifted students are offered from Reception, with students having the opportunity to participate in maths and literacy programmes on a needs basis. From Year 1, students are able to participate in maths and literacy extension, writing extension, future problem solving and philosophy. Selected students are offered the opportunity to participate in G.A.T.E.WAYS workshops. Other opportunities include participation in a wide range of academic competitions including da Vinci Decathlon, Philosothon, Readers Cup, Quest and Innovators of the Future. Boys in Year 6 may also be selected to take part in the GPS Academic Day of Excellence or the STEM programme. Additional Prep School activities include Robotics Club, Maths Extension Club and Chess.

Students in Years 7 to 12 are also offered similar opportunities within the Aquila academic talent development programme. In Years 7 to 9, the emphasis is on developing effective thinking through future problem solving, philosophy and creative writing. In Year 10 students participate in the Honours Extension Programme, where they undertake a project of their own choice and present their work at the November showcase. In Years 11 and 12, the high ability students undertake the subject Philosophy and Religion. In Year 12, Churchie also offers the more challenging QSA Authority subject: Music Extension (Performance).

The co-curricular Aquila group for boys from Years 7 to 12 meets weekly to develop skills and knowledge for academic competitions and activities. It aims to offer students very high level academic challenges and experiences. During 2017, teams participated in a wide range of competitions including the da Vinci Decathlon; the Brain Bee Challenge; the Readers Cup, the Queensland and Australasian Philothon; the Australian Computational and Linguistics Olympiad; the Australian History Competition and Australian Geography Competition; mathematics competitions; bridge building challenges; and the Opti-MINDS Creative Sustainability Challenge. Individual students are also invited to apply for programmes such as days of excellence, university STEM days, the UN Youth Summit and the UQ Young Scholars Programme.

Co-curricular activities

Churchie continues to offer an extensive range of co-curricular activities incorporating academic, sporting, cultural and special interest activities for the benefit of all students.

Churchie has a strong Tri-Service Cadets programme that is well patronised by students from Churchie and surrounding schools.

Sports offered include basketball, cricket, cross country, football (soccer), rowing, rugby union, swimming, tennis, track and field, volleyball and water polo. Other

activities offered include music, debating, public speaking, chess, drama, photography and media. The drama and theatre activities offer students voice and speech tuition, the opportunity to participate in a major stage production, theatresports and stage crew for those interested in sound and lighting.

Churchie's music programme includes a wide variety of choirs, string ensembles, orchestras, jazz and concert bands and percussion ensembles.

The Duke of Edinburgh's International Awards programme is open to boys from 12 years of age. This programme operates in over 100 countries and is aimed at encouraging personal and social development.

In addition, Churchie has a strong community service programme, which supports organisations and clubs in the local community and those in need domestically and in various international locations.

Churchie has established a number of clubs and societies to encourage the interests of students including Churchie Media, Stage Crew, Art Club, Library Committee, literary competitions, Maths Club, science activities and Opti-MINDS.

SCHOOL CULTURE

Churchie is an academic institution that aspires to excellence within an environment of intellectual curiosity and high expectations. The pastoral care of all students is integral to school life and is an open expression of Christian foundation in the Anglican tradition.

Staff development

Corporate professional development days are provided for both teaching and corporate services staff. Issues covered on PD days may include curriculum development, pastoral care and welfare, student protection, boys education, ICT, workplace health and safety, staff wellbeing, educational management and leadership, and personalised learning.

Pastoral care

In the Prep School, a multi-faceted approach to the provision of pastoral care is employed. Each boy is a member of a class whose teacher is the chief pastoral carer for that class. Pastoral care teaching is both programmed and taught in response to evolving contexts within the class group. Class teachers are supported in their pastoral role by a team leader and by the Deputy Heads and Head of Preparatory School, all of whom work with teachers, boys, parents and at times other agencies to provide pastoral care for the boys.

Students are also supported by Churchie's School Chaplain and Educational Psychologist. Support in the Prep School usually includes personal, spiritual and emotional support.

Specific programmes of a pastoral nature include an emotional intelligence programme for all boys in Years 1, 4 and 5. Additionally, the Prep School values and associated social skills are taught daily, and an outdoor education programme sequenced from Year 2 to Year 6 helps the boys to develop independence, responsibility, collaboration, relationships and resilience.

The Prep School commenced implementation of the International Baccalaureate Primary Years Programme (PYP) at the beginning of 2015. In keeping with the structure of the PYP, each year level studies a unit of inquiry under the transdisciplinary theme of 'Who we are'. This transdisciplinary theme is an investigation into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human. This learning is relevant to the pastoral care of the boys in the Prep School.

Matters of pastoral care are also discussed and dealt with using the framework of the IB learner profile and the PYP attitudes.

Pastoral care in the Senior School is delivered by housemasters through timetabled year group pastoral learning lessons and is supported by tutor teachers in their daily pastoral care sessions. The programme covers an array of topics, issues and discussion points, with an overarching focus on individualised goal setting, resilience and leadership. As the programme is conducted within the house structure, a warm environment is created allowing students to feel safe and to communicate openly.

The programme offers students a sense of belonging and encourages participation in intra-school competition and community service activities. It allows students to develop as members of a larger community, thereby moving towards greater independence.

Senior School students are also supported by the School Chaplain, the Career Guidance Counsellor, the Educational Psychologist and the heads of year. These professionals offer a range of services including personal, spiritual and emotional support, tertiary study and career guidance, and time management advice.

At the beginning of each term, all students from Years 7 to 12 review their time management and goal setting. The Senior School wall planner and diary are important aids in this process. The pastoral learning programme is sequential and age appropriate.

As part of the pastoral care programme, Churchie's Year 7 transition year is a unique year during which boys transition from the primary years to their secondary education. During Year 7, students are placed in a form with their Year 7 peers and are accommodated in the Year 7 precinct, which features excellent break-out spaces and playing fields.

Years 7 to 10 students also undertake outdoor education that explores their responses to situations requiring resilience, responsibility, relationship building and resolve. These developing skills are enhanced through adventure-based outdoor pursuits.

Churchie also has in place stringent policies for the protection of children from harm and anti-bullying.

Parental involvement

Churchie's Parents and Friends Association (P&F), and a large number of support groups operating under its auspices, organise a range of special events. Parents also help with the Prep School Reading Programme, assist with sports activities and other key School events including the annual Open Day and the Year 8 Grandparents and Special Guests Day. Parents also provide ongoing assistance at the Prep School Tuckshop, the Viking Café and the Meals on Wheels service programme.

STAFFING INFORMATION

Staff composition (including Indigenous staff)

In 2017 Churchie had 261 staff members, comprising:

- 158 full-time teaching staff
- 4 part-time teaching staff
- 58 full-time corporate services staff
- 41 part-time corporate services staff.

Qualifications of teachers

Qualification	Classroom teachers and school leaders who hold this qualification	
Doctorate or higher	4%	7
Masters	25%	40
Bachelor Degree	95%	170
Diploma	60%	93
Certificate	18%	28

Expenditure on and teacher participation in professional development

Number	Total expenditure on teacher PD (as recorded in financial questionnaire)	Average expenditure on PD per teacher
162 teaching	\$204,812	\$1264.27
99 non-teaching	\$66,016	\$666.83

The participation of the teaching staff in professional development activities during 2017 was 100 per cent.

The major professional development initiatives focused on teaching and learning strategies for the initial stages of the International Baccalaureate Diploma Programme and Primary Years Programme and the necessary curriculum development. Other expenditure was primarily for teacher development in their fields of teaching.

Attendance

Average staff attendance based on unplanned absences of sick and emergency leave of up to five days:

Number of staff	Number of school days	Total days staff absences	Average staff attendance rate
261	184	1136	98

For permanent and temporary staff the average attendance rate was 98% in 2016.

Proportion of teaching staff retained from the previous year

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the programme year)	% retention rate
152	131	86

KEY STUDENT OUTCOMES

Student attendance

The average attendance rate for the whole school as a percentage in 2017 was 95 per cent.

Year levels	Average student attendance rate for each year level in 2017
Reception	95.22%
Year 1	95.88%
Year 2	96.35%
Year 3	96.36%
Year 4	94.87%
Year 5	95.57%
Year 6	95.52%
Year 7	95.260%
Year 8	95.360%
Year 9	95.396%
Year 10	94.975%
Year 11	95.580%
Year 12	94.089%

Managing absenteeism

Churchie maintains records of all absentees. Medical certificates are required if a student is absent for more than two consecutive days and this information is recorded in student files. Churchie receives communication regarding non-attendance by phone or email.

NAPLAN results 2017

NAPLAN data is used in personalising our understanding of individual boys and in determining the academic improvement of each boy. That is, how much does a boy improve at Churchie from each NAPLAN testing period in the areas of Literacy and Numeracy. This is apparent when consulting the student gain tab of the My School website. Most recently, Churchie received advice from the Federal Chair of the Standing Committee on Employment, Education and Training, whose subsequent research methodology showed Churchie had the highest three-year gains from Year 9 NAPLAN to final Year 12 OP exit scores for Queensland schools, demonstrating the powerful impact of Churchie's teachers influencing the performance of all students.

In 2017, Churchie attained its highest ever scores in Year 3, the third highest scores in Year 5, the second highest scores in Year 7 and the third highest scores in Year 9.

The following tables represent a comparison between Churchie and Queensland in the 2017 Government's National Numeracy and Literacy testing (NAPLAN). Students were tested in the subjects of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

READING			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2017)	505	424.9	100
Year 5 (2017)	573	502.8	98
Year 7 (2017)	590	540.2	100
Year 9 (2017)	624	574.9	99

WRITING			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2017)	479	402.4	100
Year 5 (2017)	504	461.5	99
Year 7 (2017)	554	502.4	97
Year 9 (2017)	599	538.8	96

SPELLING			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2017)	466	408.8	100
Year 5 (2017)	525	496.3	98
Year 7 (2017)	579	545.9	100
Year 9 (2017)	613	576.8	100

GRAMMAR AND PUNCTUATION			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2017)	524	436.8	100
Year 5 (2017)	556	495.8	100
Year 7 (2017)	588	537.9	98
Year 9 (2017)	617	573.2	97

NUMERACY			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2017)	491	402.2	100
Year 5 (2017)	567	490.4	100
Year 7 (2017)	630	549.3	100
Year 9 (2017)	652	585	100

Outcomes of the 2017 Year 12 cohort

- 229 students were awarded a Senior Statement
- No students were awarded a Queensland Certificate of Individual Achievement
- 198 students received an Overall Position (OP)
- 2 students were completing or completed a school-based apprenticeship or traineeship (SAT)
- 31 students were awarded one or more vocational education and training (VET) qualifications
- 229 students were awarded a Queensland Certificate of Education at the end of Year 12
- 96 per cent of Year 12 students received an OP1 to OP15
- 100 percent of students who were completing or had completed an SAT were awarded one or more of the following: QCE, IBD, VET qualification
- 99.5 per cent of Queensland Tertiary Admissions Centre (QTAC) applicants received an offer.

OP results

In 2017, Churchie students achieved 23 OP1s, 13 OP2s, and 22 OP3s from 198 OP-eligible students, with 229 students in the year. This equated to an OP eligibility of 86 per cent. This was a record OP1 to 5 percentage of 48 per cent and a record OP1 to 10 percentage of 83 per cent. The OP1 to 15 percentage was the second best on record at 97 per cent. The number of OP1s was the second highest recorded in the history of OPs at Churchie. Testament to the performance of the cohort was their outstanding external QCS test results, posting a record 'A' percentage.

In summary, the 2017 cohort achieved:

- Highest QCS 'A' percentage of 45% (previous best was 42% in 2016)
- Highest OP1–5 percentage of 48% (previous best was 46% in 2016)
- Equal highest OP1–10 percentage of 83% (78% recorded in 2016)
- Second highest OP average on record of 6.5 (previous best recorded was 6.7 in 2016 and 2015)
- Equal highest OP median OP score of 6 (6 recorded in 2016)
- Second highest OP1–15 percentage of 96%
- 100% QCE for the third year running.

Equally pleasing was that 100 per cent of all students in Year 12 attained a Queensland Certificate of Education for the third consecutive year.

ACADEMIC ACHIEVEMENTS AND INITIATIVES

Distinguished academic achiever

James Dyer, 2017 Dux of the School and third generation Churchie Old Boy, received a top academic honour in the QCAA 2017 Distinguished Academic Achiever Awards. James also advanced to finalist standing in the USA National Merit Scholarship Programme. As a finalist, he joined an elite group of 7500 Merit Scholars by demonstrating through distinguished performance high potential for future academic accomplishment.

International offers

Two students from Churchie's class of 2017, Sean Riksen and Tian Qin, received offers to study at leading international universities: University of Pennsylvania and The University of The Arts London. Sean will study either Cognitive Science or Mathematical Economics while Tian will commence a foundation course followed by a Bachelor of Fashion. The offer to study at two of the world's leading universities acknowledges Sean and Tian's commitment to, and their success in, a broad range of activities. Both achieved highly in their academic pursuits while making a significant commitment to the sporting, service and pastoral dimensions of the School, embodying Churchie's four tenets. Their successful applications to world-leading international universities reflects the global focus of Churchie's academic environment.

Emotional intelligence programme

The Churchie Research Centre hosted long-standing partners from Swinburne University of Technology in June. The team of four academics was led by Professor Con Stough, who is the Professor of Cognitive Neuroscience and Psychology and the Director of the Centre for Human Psychopharmacology.

The purpose of the visit was to continue research and development work in emotional intelligence (EI) programmes and progress articles for publication in international peer-reviewed journals. Churchie's EI programmes are unique in that they are developed within an evidence-based framework. This allows Churchie and the research partners to demonstrate the scientific rigour required to share our knowledge within both academic and professional contexts across the world. One paper being written will focus on anxiety and emotional intelligence in schools and a second paper will focus on scholastic performance and emotional intelligence in schools.

Professor Stough and his team also presented to the Prep School teachers, parents, co-curricular sports staff and the Senior School leadership team.

Effective thinking framework

Churchie's teachers continued to engage in developing a culture of effective thinking. Heads of faculty worked towards the implementation of the 'cognitive verbs' and 'command terms' that embrace the key thinking skills in the new Queensland Certificate of Education and the International Baccalaureate Diploma Programme. Sixteen teaching staff in the Senior School completed an online course at Harvard University titled 'Creating Culture of Thinking' to further develop thinking routines.

Making Effective Learning Strategies Stick

The Making Effective Learning Strategies Stick project is a partnership with The University of Queensland's (UQ) Science for Learning Research Centre (SLRC) that has investigated how to best teach students proven approaches to study such as spaced retrieval practice, interleaving and interrogative elaboration. A series of workshops, informed by clinical research at the UQ Brain Institute and School of Psychology, focused on translating these approaches into the everyday practice of Churchie students. The aim of the project was to support students to develop their understanding of these proven strategies while improving their self-regulation (focus and metacognition). These will be valuable skills for their learning, now and into their post-schooling future. At the same time, the project illuminated what motivates students to be resilient in their learning as they use these strategies, being sure to avoid the ineffective strategies.

These strategies focus on developing student understanding of the main connections/differences between learned facts, concepts and theories, through a combination of pictures and texts. Both have shown, in a clinical setting, to lead to a deeper and transferable student understanding, and are useful visual aids in assisting the translating research material for essays and reports.

Innovative Learning Environments and Teacher Change (ILETC)

Australian Research Council grant project

Members of the ILETC project established a temporary residence in Churchie Research Centre, located in The Centenary Library, for two days in May. Joann Cattlin (ILETC project manager) and Raechal French (Architect and Fulbright Scholar for the DLR Group in the USA) met with key Churchie colleagues to discuss Churchie's involvement as one of the three key partner schools. In addition to these conversations, Joann and Raechal facilitated critical conversation around school learning environments. The conversation discussed:

- the findings of the Phase 1 ILETC survey and where Churchie is situated in the Australia/NZ context
- Churchie's role as an ILETC partner school
- opportunities for teachers to be involved
- how the ILETC project will complement the post-occupancy evaluation of The Centenary Library.

Twenty-six staff attended the forum (in addition to the faculty inductions in the first two weeks of Term 2). In addition to the ILETC presentation, the evaluation and professional development processes for The Centenary Library were outlined to staff. Staff also completed the Teacher Spatial Literacy survey, which will serve as a baseline for the evaluation of the Library and inform Head of Art Mrs Vicky Leighton's PhD study design and methods.

Modern Languages

The requirement of compulsory language study in Year 10 has seen significant gain in the number of students studying a language in their senior years. In 2018, 42 per cent of students who studied a language in Year 10 will study a language in Year 11. There were also Chinese lessons offered to our Year 6 students.

Stanford University pre-collegiate experience

Twelve Senior School boys spent two weeks (8 to 22 August) living and studying at the prestigious US college, Stanford University, as participants in a Pre-Collegiate International Institute. Stanford partners with a small number of educational institutions around the world who send students to attend an immersive US college experience. Churchie was one of only two Australian schools to be involved in this event. This was a tremendous opportunity where our young men were able to attend one of the world's top-ranked universities.

During the institute, the academic programme exposed students to university-level content and teaching styles that fostered communication, innovation and creativity—the critical skills for career success. Courses, labs and workshops drew on a range of subjects taught in the Stanford schools of Humanities and Sciences, Engineering, Medicine and Business. Topics included decision leadership and negotiation, neuroscience, visual design thinking, developmental neurobiology, expository writing, entrepreneurial skills, and understanding climate change.

The students met with the Head of Entrepreneurship at the Singularity University in Silicon Valley, who spoke about the exponential growth of digital technology, computing power and speed, artificial intelligence, genetic engineering and the challenges that these disruptions present to humankind. The students were inspired by neuroscience, with a session from a Stanford post-doctoral researcher and they engaged in scientific practicums on light from the Stanford Biomedical Optics group, which the boys loved.

The Stanford academic staff prepared an academic programme suitably complemented with a schedule of field trips, including a tour of San Francisco, a multicultural evening and a visit to California's Great America amusement park.

US Colleges Fair

The Linden US Colleges Fair was held on 2 May. This was the second year of Churchie hosting this event. Eight US universities and representatives from the US Consulate and Education USA were present. The event attracted parents and students from Brisbane as well as the Gold and Sunshine Coasts. The universities were Central Penn College, Embry Riddle Aeronautical University, Fairleigh Dickinson University, University of Buffalo, State University of New York, University of Colorado (Boulder), University of South Carolina and Whitworth University.

Preliminary SAT/National Merit Scholarship Qualifying Test

Churchie hosted a trial of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). This test is only available to students in Year 10 who have a genuine interest in applying to universities in the US in Year 12 and who will sit the SAT tests in Years 11 and 12. PSAT/NMSQ tests the same skills and knowledge as the SAT and is, therefore, good practice for the SAT. It is also the qualifying test for US citizens to be considered for the US National Merit Scholarship Programme.

Surface in Education Summit

Dean of Studies (Years 7 to 9) Mr Paul Diete and Deputy Headmaster (Academic) Mr Andrew Wheaton attended the first ever Surface in Education Summit at Microsoft Headquarters in Redmond, Washington.

This was an exclusive invitational event, where 27 people attended from 16 organisations across education and university sectors in Australia, the United States of America and the United Kingdom. As a one-to-one tablet school, this provided Churchie with tremendous insights to future educational developments from Microsoft. However, it was also an opportunity to provide critical feedback to Microsoft regarding how they can best support Churchie's direction in the area of information technology and the educational support that can best meet the needs of our boys as they prepare for a world with ubiquitous and disruptive technology.

Given the sensitivity of the information shared from Microsoft, this was an exclusive and confidential briefing where the School gained access to the latest range of Microsoft hardware and software, discussed feedback with engineering teams and engaged with key Microsoft executives. We were also able to further benchmark our information technology strategy through the sharing of best and next practices with universities and schools throughout Australia, the USA and the UK. This provided an unparalleled opportunity to see the transformative developments in the educational landscape.

Such relationships ensure that Churchie continues to remain at the cutting edge of information technology in education and to contribute to the future direction of these developments.

Churchie Teaching Fellowship

At the 2017 Speech Night, Head of Art Mrs Vicky Leighton was awarded the Harrop Family Churchie Teaching Fellowship, presented by Mrs Cindy Harrop on behalf of her family. This award was established in 2014 by the Harrop Family to recognise the importance of encouraging staff to model lifelong learning to students and community.

Mrs Leighton intends to research the potential innovative applications of virtual reality, augmented reality and mixed reality practices in schools, universities and industry in Australia, Europe and the USA. She will investigate how teachers can integrate this technology into their curriculums to augment and enhance learning outcomes.

Aquila

In 2017, gifted students in the Aquila programme had the opportunity to embrace a broad range of enrichment and extension activities.

Over 50 students in Years 7 to 10 participated in the Aquilan withdrawal programme that sees students working on interdisciplinary thematic units of study. As well as allowing students to make connections across their studies and to the wider world, these units aim to develop thinking skills that are applicable across a range of subjects and will prepare students well for the cognitive work necessary for both IB and QCE courses and subjects. Students in Years 7 and 8 had the opportunity to complete investigations in probability prediction and risk, intellectual property, material science and finance. Students in Years 9 and 10 had the opportunity to consider the themes of time, romantic poetry and essays. As part of the programme, students had the opportunity to be mentored by senior students and work with subject specialist teachers.

A number of innovations have enabled our students to further their learning this year. In April, Churchie hosted over 150 students at the inaugural Brisbane Round of the World Scholar's Cup, an international competition in which students, in teams of three, are asked to study an interdisciplinary curriculum and complete debating, essay writing, exam and quiz rounds. Winning teams in both the Senior and Junior Divisions came from Churchie and two teams progressed to represent the School at the Global Round in Hanoi.

Churchie also hosted two Aquila Talks evenings in which senior Aquilan students gave presentations on areas of their own intellectual interest. Highlights included talks on a Year 11 student's conlang, a proposed Australian Bill of Rights and the intersection of robotics and neuroscience. A student pitch to Churchie's innovation committee resulted in the development of a classroom environmental monitoring prototype. We also hosted the inaugural Churchie Literature Challenge with students from three schools asked to study texts from across the Gothic genre.

Other highlights included winning the Year 7 da Vinci Decathlon state finals and placing fourth in the national finals at Knox Grammar School in Sydney. Churchie also finished fourth nationally in the Australian Philosothon with Year 12 student Thomas Wilkinson finishing as third best speaker nationally. For the first time, the School were national finalists in the OzClo (The Australian Computational and Linguistics Olympiad). Our junior teams won the Churchie Maths Team Challenge, the largest ever hosted at Churchie, and the All Hallows' Maths Team Challenge. There were record numbers of high distinctions in the Big Science Competition and the Australian Geography Competition. Further to this, Churchie competed in the Bond University High School Mooting Competition, the QUT Science and Engineering Challenge, the Aurecon Bridge Building Competition, the QAMT Maths Quiz and the Queensland Philosothon. Harrison Rae was the Year 7 winner of the UQ Maths Problem Solving Competition. Students were also able to participate in the STEM Horizons High Achievers in Science programme, the Junior Physics Olympiad and the QUT Vice Chancellors STEM Camp.

The Aquila programme has seen a vibrant renewal in the past two years, under the leadership of Mr Grant Smith. A particular focus has been to engage students in Years 11 and 12, and to strengthen the involvement in the areas of Mathematics and Science.

OTHER INFORMATION

Churchie retains, as its foundation, the four tenets established by School Founder Canon Morris. While the bedrock is, and always will be, the Christian faith pursued in the Anglican tradition, Churchie seeks to educate the whole student by seeking a balance across the four tenets, placing great emphasis on the development of character and integrity. Churchie pursues a tolerance and respect for difference.

As an educational institution, Churchie is, at its heart, a place of learning and, accordingly, there is a high respect for intellectual endeavour. Churchie is dedicated to the development of well-balanced young men who will demonstrate a generosity of spirit in using their gifts and talents to lead and serve their communities throughout life.

As learners, Churchie seeks to develop in its students the ability to be creative, to think critically while solving complex problems, to collaborate with their peers, and to be confident communicators. Central to this is immersing boys in challenging programmes that empower them to take responsibility for their own learning. Such an environment, combined with high expectations, is one in which boys can thrive. At Churchie we value academic resilience as a critical skill where effort is paramount.

As educators we know that current generations face an uncertain future, with traditional pathways becoming highly dynamic. Rapid technological advances mean that industry cannot stand still. It is incumbent upon schools to embrace this challenge and seek to equip students with the critical skills to take advantage of the opportunities afforded by this dynamic global environment.

It is important that our young men are able to engage with a broad, liberal education to gain the critical skills that will see them lead in an ever-increasing globalised world. Such a culture must create a deep belief that every student is capable of successful learning. It must also give high priority to building and maintaining positive and caring relationships between staff, students and parents. Central to this is ensuring that teaching and learning form the core of our School's culture, whereby scholarship is promoted.