

Annual Report 2021



Churchie.

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Introduction

Established in 1912, Anglican Church Grammar School (Churchie) is an independent boys' school for day students (Reception (prep) to Year 12) and boarding students (Years 7 to 12). At the end of 2021, Churchie's enrolment included 1834 students in Reception (Prep) to Year 12, including 142 boarders, eight international students and 18 Indigenous students.

Churchie is a school of the Anglican Church of Australia, a member of the Great Public Schools' (GPS) Association of Queensland and an International Baccalaureate (IB) World School authorised for the delivery of the IB Diploma Programme and Primary Years Programme (PYP).

The School's vision is to be recognised nationally and internationally as a leader in educating young men. This vision is embodied in Churchie's mission, founding tenets and values.

The making of men

Churchie's mission, the making of men, is achieved through 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.

Founding tenets

Churchie achieves its mission through a focus across the tenets of:

- academic excellence
- personal growth
- spiritual awareness
- service.

What we value

As a leading education institution, Churchie values:

- future-focused learning and thinking
- a balanced curriculum
- emotional intelligence, wellbeing and resilience
- tradition, culture and community
- commitment to excellence
- respect, compassion and support.

Who we serve

As a community, we exist to serve our core constituents of:

- students
- parents
- staff
- Old Boys (alumni).

Distinct curriculum offerings

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

Churchie is also an authorised IB World School for the delivery of the International Baccalaureate Primary Years Programme (PYP) and the Diploma Programme (DP). All Prep School students complete the PYP. Senior School students can choose between the IB Diploma Programme and the Queensland Certificate of Education (QCE) in Years 11 and 12.

Preparatory School

Through the curriculum and learning framework of the PYP, Churchie's Prep School delivers the Australian Curriculum across all the primary year levels, Reception (prep year) to Year 6.

The Reception (prep) year offers an ideal environment for a boy's first formal year of learning. Students experience an academic programme driven by both explicit instruction and an inquiry approach, empowering them with the skills to learn purposefully. They undertake studies in English, Mathematics, units of inquiry (including Science, Humanities and Social Sciences), Music, Visual Arts, Health and Physical Education, Japanese, Religious Education and Library.

Student learning is enhanced through participation in weekly extension and enrichment activities with an emphasis on technology. Small-group work across all year levels focuses on areas such as philosophy, problem solving, and extension activities in literacy and numeracy. Students from Reception to Year 6 undertake units of inquiry in the transdisciplinary theme of 'Who we are' as a year-long study. The units of inquiry have a strong emphasis on the social and emotional development of students. They focus upon the students developing a sense of self, developing social skills to get along with others and developing their emotional skills to help them recognise and express a range of feelings. In partnership with Swinburne University, an emotional intelligence (EI) programme is implemented across the Prep School to form part of the pastoral programme.

The development of each student's character is supported through a Pastoral Care Programme and a strong commitment to Anglican values, explored through weekly chapel services and Religious Education lessons. Students have many opportunities for cocurricular achievement and personal growth, offering a dynamic learning experience beyond the classroom.

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 Prep School is offered as an inclusive, classroom-based model.

Senior School

Year 7 at Churchie supports students transitioning from their primary years to their secondary education. The rigorous academic programme supports students as they become more autonomous in their learning. Students are encouraged to be complex thinkers, responsive creators, active investigators, effective communicators and active participants in a globally connected learning environment.

The pastoral principles and practices that underpin the academic and cocurricular programmes are founded on the belief that academic success and the capacity to flourish are built on knowing each student well.

The one-to-one device (laptop) programme, together with other digital resources, helps students to explore the world beyond the immediate classroom and develop skills essential for the future.

In Years 7 to 10, students undertake the Australian Curriculum. As part of Churchie's commitment to a broad, liberal education, students in Year 7 and Year 8 study Visual Art, Drama, Music, and Design and Technology, while in Year 9 they are required to study at least one arts subject. As the School prepares students to be confident global citizens, all students undertake a second language (Mandarin Chinese, Spanish, French or Japanese) until the end of Year 10, whereupon they may choose to continue their language study in Years 11 and 12. The core subjects in Year 10 prepare students for studies in either the Queensland Certificate of Education (QCE) or the International Baccalaureate IB Diploma Programme pathway.

To be awarded a QCE, a student must complete a significant amount of learning to a set standard and in a set pattern, while meeting literacy and numeracy requirements. Students on the QCE pathway will study six General subjects, which must include English and a Mathematics subject, with an external examination for each subject. Students must also meet the Year 10 grade point average and subject pre-requisites to be well prepared for, and admitted to, the QCE pathway.

The IB Diploma Programme pathway offers a range of academic studies and learning experiences. It promotes conceptual learning, focusing on powerful organising ideas that are relevant across subject areas, and that help to integrate learning and add coherence to the curriculum. An IB pathway consists of six subjects, three of which are taken at a higher level and three are taken at a standard level. Additionally, there are three core components: the theory of knowledge; the extended essay; and creativity, activity, service. Students must meet the Year 10 grade point average and subject prerequisites to be well prepared for, and admitted to, the IB pathway.

Within the Senior School, all learning support is implemented within regular classroom. Class allocation is based on ability and needs.

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

The School has also made provision for a small number of vocational education and training (VET) subjects that may only be accessed by students through an approved process. These subjects are available in Years 11 and 12 only.

Extension and enrichment

Students in the Preparatory School are provided with many opportunities for enrichment and extension. Emphasis is placed upon the in-class differentiation of the curriculum to meet the learning needs of boys. Personalised learning staff consult with classroom teachers to assist

in academic planning for boys requiring additional enrichment or extension. Differentiation of the curriculum is delivered in a small group setting outside the classroom context. Such programmes for more able students are offered as required for boys in Reception to Year 6.

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. Additional Preparatory School activities include robotics, maths and literary extension, debating and chess.

Students in Years 7 to 12 are 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, high ability students can undertake the subject Philosophy and Religion. In Year 12, Churchie also offers the more challenging Queensland Curriculum and Assessment Authority subject: Music Extension (Performance).

Aquila is a cocurricular group for students in Years 7 to 12 that meets weekly to develop skills and knowledge for academic competitions and activities. It aims to offer students very high-level academic challenges and experiences including national and international competitions (da Vinci Decathlon, World Scholar's Cup, UN Youth Public Speaking Competition), days of excellence and university-based STEM and entrepreneur challenges. Details about Aquila activities are in the section 'Significant achievement and initiatives' below.

Cocurricular activities

Churchie offers an extensive range of cocurricular activities incorporating academic, sporting and cultural and special interest activities for the benefit of all students.

Sports include basketball, cricket, cross country, football (soccer), rowing, rugby, 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, lighting and leading technical productions.

The COVID-19 pandemic presented disruptions and restrictions that impacted the cocurricular programme. Most significantly, the lockdowns in Term 3 resulted in GPS premierships not awarded for basketball and rugby. However, despite these challenges, Churchie students in 2021 accomplished outstanding performances across the sports and activities, including retaining the GPS Chess premiership and 8 top-three finishes.

A notable hallmark of Churchie cocurricular is the breadth and depth of our programme, enjoying full support of students, allowing the School to provide the maximum number of teams across sports and a thriving variety of ensembles and programmes in the arts, with further growth set to continue as students recognise the fundamental importance of cocurricular involvement as part of their educational journey and the making of men.

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

Churchie has a strong Tri-Service Cadets (Army, Navy, Air Force) programme that is well patronised by students from Churchie and surrounding schools.

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 clubs and societies to encourage the interests of students including Churchie Media, Stage Crew, Book Club, Art Hub, Maths Club, literary competitions and science activities.

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 our Christian foundation in the Anglican tradition.

Staff development

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

Pastoral care

In the Preparatory School, a multi-faceted approach to the provision of pastoral care is employed. Each student 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 Head and Deputy Heads of Preparatory School, the Prep Executive Teacher, and the Prep School Lay Chaplain, all of whom work with teachers, students, parents and, at times, other agencies to provide pastoral care for the students.

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

Additionally, the Prep School values and associated social skills are taught daily, and an outdoor education programme sequenced from Year 3 to Year 6 helps the students 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 managed 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 pastoral learning programme is sequential and age appropriate. It 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, based on pastoral group and house membership, offers students a sense of belonging and encourages participation in intra-school competition and community service activities. It allows students to develop as both individuals and members of a larger community.

Senior School students are also supported by the School Chaplain, the Careers Guidance Counsellor, the School Psychologist and the Head of Year 7. 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 diary is an important aid in this process.

As part of the pastoral care programme, Year 7 is a unique year during which students transition from the primary school structure into 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 outdoor 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 procedures.

Parental involvement

Churchie's Parents and Friends Association (P&F), and a range of support groups operating under its auspices, support special events. Parents also support the Preparatory School Reading Programme and 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.

Employee information

Employee composition (including Indigenous staff)

In 2021 Churchie had 252 employee members, comprising:

- 181 full-time permanent
- 36 part-time permanent
- 9 full-time contract
- 5 part-time contract

Qualifications of employees

Qualification	Teaching staff	Corporate services staff
Certificate	37	14
Diploma	101	26
Bachelor	226	48
Masters	60	10
Doctorate or higher	6	1

Expenditure on and participation in professional development

Number	Total expenditure on teacher PD
All eligible employees	\$153,293.65

The participation of the teaching employees in professional development activities during 2021 was 100 per cent. The major professional development initiatives focused on teaching and learning strategies for the initial stages of the revised Queensland Certificate of Education, the IB 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 employee attendance based on unplanned absences of sick and emergency leave of up to five days:

Number of employees	Number of school days	Total days employee absences	Average employee attendance rate
273	180	1627	96.69%

Employee retention

	Number at end of previous year	Number of retained in the following year (the programme year)	Retention rate
Permanent teaching employees	169	136	80%
All employees (including casual)	359	277	77%

Reasons for exit:

- Career advancement/another position (27%)
- Contract end (38%)
- Retirement (6%)
- Personal reasons (27%)

Key student outcomes

Student attendance

The average attendance rate for the whole school as a percentage in 2020 was 95.80 per cent.

Year levels	Average student attendance rate for each year level in 2020
Reception	95.89%
Year 1	96.20%
Year 2	96.55%
Year 3	95.31%
Year 4	95.31%
Year 5	95.91%
Year 6	94.82%
Year 7	96.26%
Year 8	95.45%
Year 9	95.15%
Year 10	94.23%
Year 11	95.36%
Year 12	94.72%

Managing absenteeism

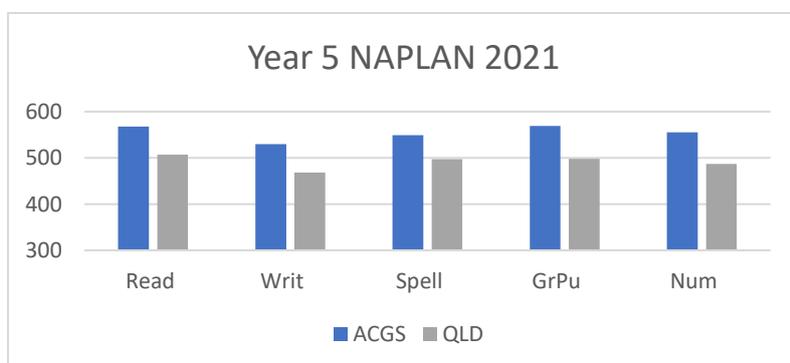
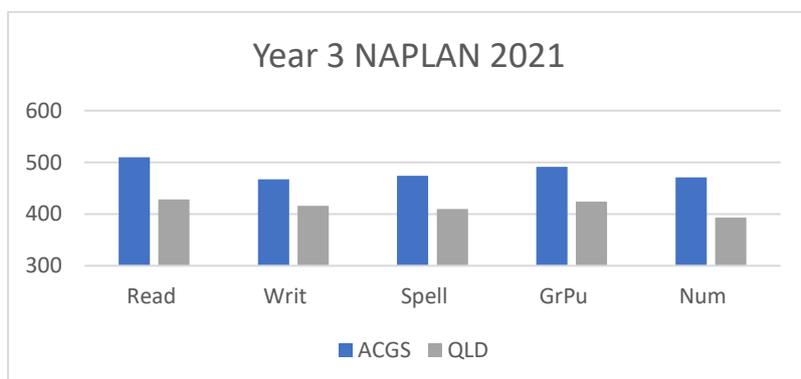
Churchie maintains records of all absentees. Medical certificates are required if a student is absent for assessment and this information is recorded in student files. Churchie receives communication regarding non-attendance by phone or email.

NAPLAN results

After an absence in 2020, NAPLAN was once again part of the educational landscape in 2021. For the first time, Churchie completed NAPLAN online. The dynamics of NAPLAN Online are significantly different to the traditional tests intending to leverage technology and provide a more authentic snapshot of student skills. Particularly, the spelling test is administered via audio, and the questions of almost all other tests (except reading) can be revised by students as many times as they desire.

Both Year 7 and 9 achieved overall scores that placed them in the top 3 Churchie performances since the beginning of NAPLAN. Churchie performances in the domains of Reading and Numeracy, key indicators of ATAR performance, continued to be exceptionally high.

A rigorous analysis of our NAPLAN performance is undertaken each year to ensure the Years 7 to 9 skills development is meeting and exceeding the ACARA expectations. While continually evolving, our analysis showed that the Churchie programmes continue to bring value-add and our cohorts are consistently improving at a faster rate than average with respect to schools that are of a similar demographic.





Academic results of the Year 12 cohort

Churchie's Class of 2021 achieved some excellent results, and the Churchie community commends them on their success. The School also acknowledges teachers and parents for their dedication, support and encouragement.

In summary:

- Two QCE Churchie students achieved the maximum possible ATAR of 99.95. They are two of only 32 students in Queensland to achieve this result.
- The top IB Diploma Programme score was 43 from a maximum of 45, equivalent to an ATAR of 99.45.
- Several students were awarded university scholarships, including three University of Queensland Ramsay Scholarships.

	QCE results 2021	IB results 2021
99+ ATAR (IB score of 42+)	8%	19%
98+ ATAR (IB score of 41+)	13%	26%
95+ ATAR (IB score of 37+)	26%	67%
90+ ATAR (IB score of 34+)	44%	85%

Overall, 50% of the 2021 QCE/IB cohort achieved an ATAR over 90.00.

Churchie's Class of 2021 IB cohort achieved an average IB score of 37 (equivalent to an ATAR of 95.2). For comparison, the world average is 32.

The School also acknowledges the success of students who completed vocational subjects including Diploma of Business and Certificate IV qualifications.

Combined, 100% of Churchie students received the Queensland Certificate of Education, which requires several academic benchmarks to be achieved.

Significant achievement and initiatives

Churchie Research Centre

The Churchie Research Centre achieved significant research outcomes throughout 2021. Much of the work centred on its rollout of A Learner's Toolkit through the Years 7 to 10 timetable. A Learner's Toolkit translates critical theories from the science of learning into the Churchie context. The translation programme consisted of training interventions using the quick review study strategy, engaging in creating a brain dump as an exam priming strategy, and the design and refinement of study trackers.

In 2021, the Churchie Research Centre facilitated its first significant professional learning event, a virtual teach-meet event 'A Matter of Translation' held on Friday 3 September. The event brought academics, preservice, primary and secondary teachers and school leaders from different career stages and contexts to learn and share current classroom practices and strategies derived from translating current theories from the cognitive sciences. A Matter of Translation had international keynote presentations from Dr Tom Perry (University of Warwick, England) and Professor Mark McDaniel (George Washington University in St Louis, USA). The team-meet also saw concurrent sessions provided by Queensland-based academics and teachers sharing their emerging research around translating the cognitive sciences into the classroom.

The Churchie Research Centre also had its first international peer-review paper accepted by the prestigious British Educational Research Association (BERA) Review of Education. The article focused on the study of implementing the A Learner's Toolkit programme in two Brisbane secondary schools overseen by The University of Queensland's Science of Learning Research Centre's Partner Schools Initiative. The study was subject to a 3-phase peer review from international experts and was published open-access through the support of the University of Queensland.

Master plan developments

During 2021, progress continued on key projects identified in the School's Master Plan, which captures the School's vision to provide students and staff with innovative, world-leading learning spaces. During 2021, following was completed:

- The new Viking Café building was completed and opened, featuring an improved Senior School tuckshop facility, additional general learning areas and a housemaster office
- The new Year 3 and Arts building was completed and opened, establishing a new Year 3 precinct, 2 Visual Art studios and The Hive innovation and creativity hub.

- Goodwin House residential facility (Young building) was refurbished, offering boarding students flexible and spacious common areas and private rooms, and work commenced on Gerald House refurbishment.
- Reception and Year 1 classrooms were refurbished.
- Residential and landscaping projects continued.

Emotional intelligence

Churchie has been dedicated to enhancing knowledge around emotional intelligence (EI), particularly in establishing the link between emotional intelligence and academic performance. Churchie's collaboration with Swinburne University continues to explore emotional intelligence initiatives and the way that various interventions can develop, challenge and extend our students in a range of contexts. Our EI projects extend across the school, in both the Preparatory School and Senior School contexts, with links to the pastoral programme and the academic and cocurricular areas of the School. Evolving work in outdoor education, cocurricular pursuits and staff development is taking place.

Aquila

A thoughtfully considered, challenging and tailored academic programme, Aquila, offers academic extension and enrichment opportunities to gifted and talented students.

The Aquila withdrawal programme offers students the opportunity to explore interdisciplinary thematic units of study. The aim is to develop thinking and communication skills, to draw connections between different subject areas and to allow students to make connections between their school-based learning and the wider world. The programme is designed to help students develop the cognitive skills needed in both the QCE and IB pathways.

In Aquila, Years 7 and 8 students completed units on economics, material science, physics and literature, which included masterclasses with expert teachers and guest speakers. Students in Year 9 had the opportunity to consider the themes of art and history, literature and psychology.

We also launched our Senior Scholar's Programmes in mathematics and computer science with students receiving additional support from university students.

In 2021, Churchie's Aquila students participated in several academic competitions. The School held its own internal versions of the Churchie Literature Challenge and the Churchie Maths Challenge. Churchie students participated in the QUT Science and Engineering Challenge, the Big Science Competition, the Australian Intermediate Maths Olympiad, the Australian Geography competitions, the Australian Maths Trust Challenge, and the Enrichment stage, the OzClo computational linguistics competition and the Australian Junior Science, Physics, Chemistry and Biology Olympiads.

Other information

Churchie retains, as its foundation, the four tenets established by Founder of the School Canon Morris: academic excellence, personal growth, spiritual awareness and service. While the bedrock is the Christian faith pursued in the Anglican tradition, Churchie seeks to educate the whole student by pursuing a balance across the four tenets, placing great emphasis on the development of character and integrity. Churchie upholds 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 its mission, the making of men, through the development of young men of good character and generous spirit who will move confidently into the global community and who will use their talents and gifts to lead and serve others.

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. Such an environment, combined with high expectations, is one in which students 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 students can engage with a broad, liberal education to gain the critical skills that will see them lead in, and contribute to, an ever-increasing globalised world. Such a culture must create a deep belief that every student is capable of successful learning and personal development. It must also give high priority to building and maintaining positive and caring relationships between staff, students, parents and the wider community.