

Anglican Church Grammar School Annual Report 2016

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

At Churchie we aim to develop young men of character, who can lead and serve their community. We do this by providing a learning environment that aids their academic, spiritual, moral and personal growth.

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

1785

Year levels offered

Reception (Prep) to Year 12

Co-educational or single sex

Boys education

Characteristics of the student body

At the end of 2016, Churchie comprised 1785 students from Reception (Prep) to Year 12, with 170 boarders, 9 international students and 7 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.

Boys in Reception to Year 2 participate in a perceptual motor programme, which is incorporated into the physical education programme. The Prep School has a number of programmes that focus on developing literacy and numeracy, and all Prep School students participate in a thinking skills programme that is incorporated into the Prep School curriculum. Thinking skills and strategy are further developed in Years 2 and 3 as students participate in weekly chess lessons with a qualified chess coach. Small group work across all year levels focuses on such things as philosophy, future 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.

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: Design and Technology; Drama; Visual Art; Engineering Technology; Information and Communication Technology; Logic, Philosophy and Reason; Music; and Film, Television and New Media.

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

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 vocational education pathways programme offers limited vocational courses. A small number of Churchie students complete diploma or certificate qualifications in conjunction with their school-based studies. This qualification is used to assist with articulation to further training or university study. There is also a range of Authority Registered subjects that Churchie students can study.

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.

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.

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 raft of academic competitions including da Vinci Decathlon, Philosothon, Readers Cup, Quest, G.A.T.E.WAYS Challenge 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 a number of boys 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 build a team striving to achieve at the highest level in representing Churchie with excellence. During 2016 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 (OzCLO); 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 not only Churchie students but also students enrolled at 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 and drama. The drama and theatre activities offer students voice and speech tuition, the opportunity to participate in a major musical or 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, Digital Art Club, Library Committee, literary competitions, Maths Club, the Lensman (photography club), science activities, OptiMinds and a cycling club.

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 the life of the School and is an open expression of Christian foundation in the Anglican tradition.

Staff development

Corporate professional development days are provided for the support of both teaching and non-teaching staff. Issues covered on such 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

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.

Students are also supported by the School Chaplain, the Career Guidance Counsellor and the School's Educational Psychologist. 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.

In the Preparatory 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 the School Chaplain, Assistant Chaplain and the School's Educational Psychologist. Support at 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 4 and 5. Additionally, the Prep School values and associated social skills are taught daily across the School, 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 inquiry 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.

Each term, students in Years 2 to 6 participate in goal setting and review, in collaboration with their class teacher. Goals relate to various aspects of school life including the academic, co-curricular and personal domains.

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 including the Prep School Cocktail Party, the P&F Ball and numerous parent information evenings. 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 tuckshop, Viking Café and Meals on Wheels.

Parent Survey 2016

Churchie is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of education-related topics.

The feedback from these surveys greatly assists Churchie with its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2016, all current parents from Years R-12 were invited to provide views on such areas as academic performance, pastoral care, religious education, student welfare, co-curricular, sport, key learning areas, teaching, communication, boarding and administration. The survey results showed overall parental satisfaction was very high at 94 per cent.

STAFFING INFORMATION

Staff Composition (including Indigenous staff)

Churchie had 258 staff members, comprising 152 full-time teaching staff and 8 part-time teaching staff. We also had 57 full-time non-teaching staff and 41 part-time non-teaching staff.

Qualifications of teachers

Qualification	Percentage of classroom teachers and school leaders who hold this qualification
Doctorate or higher	1%
Masters	18%
Bachelor Degree	98%
Diploma	48%
Certificate	13%

Expenditure on and teacher participation in professional development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
160	\$345,269	\$2157.93

The participation of the teaching staff in professional development activities during 2016 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
258	184	1139	98

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
160	141	88

KEY STUDENT OUTCOMES

Student attendance

The average attendance rate for the whole school as a percentage in 2016 was 96 per cent.

Year levels	Average student attendance rate for each year level in 2016
Reception	95.64%
Year 1	95.64%
Year 2	95.30%
Year 3	96.04%
Year 4	96.65%
Year 5	96.11%
Year 6	95.83%
Year 7	97.500%
Year 8	96.859%
Year 9	96.005%
Year 10	97.289%
Year 11	95.889%
Year 12	94.631%

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 2016

NAPLAN continues to remain an important diagnostic tool for all Churchie students throughout the Prep and Senior Schools. It allows Churchie to determine trends and to benchmark our performance against other schools. We also recognise that literacy and numeracy are key foundational skills. Given this, Churchie is committed to focusing on improving results for all students.

In 2016, Churchie attained its highest-ever scores in Year 3 and Year 9 in the areas of Reading, Spelling, Grammar and Punctuation and Numeracy. In four-year Queensland trend data, Churchie has made significant gains in Years 3, 7 and 9. This is testament to the targeted programmes and diagnostic tracking that identify areas for student improvement in literacy and numeracy.

In both 2015 and 2016, Churchie was recognised for statistically significant improvement in Year 7 Reading and Year 9 Numeracy by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The following tables represent a comparison between Churchie and Queensland in the 2016 Government's National Numeracy and Literacy testing (NAPLAN). Students were tested in the subjects of Grammar and Punctuation, Writing, Spelling, Reading and Numeracy.

READING			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2016)	502	426	100
Year 5 (2016)	545	502	99
Year 7 (2016)	586	541	98
Year 9 (2016)	638	581	99

WRITING			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2016)	445	421	100
Year 5 (2016)	493	476	99
Year 7 (2016)	539	515	100
Year 9 (2016)	575	549	94

SPELLING			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2016)	473	420	100
Year 5 (2016)	509	493	100
Year 7 (2016)	566	543	98
Year 9 (2016)	617	580	95

GRAMMAR AND PUNCTUATION			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2016)	516	436	100
Year 5 (2016)	543	505	100
Year 7 (2016)	588	540	99
Year 9 (2016)	620	569	98

NUMERACY			
Year	Average score (school)	Average score (national)	% Above national minimum standard
Year 3 (2016)	488	402	100
Year 5 (2016)	552	493	100
Year 7 (2016)	619	550	100
Year 9 (2016)	667	589	100

Outcomes of the Year 12 2016 cohort

- 215 students awarded a Senior Statement
- No students were awarded a Queensland Certificate of Individual Achievement
- 185 students received an Overall Position (OP)
- 7 students were completing or completed a school-based apprenticeship or traineeship (SAT)
- 36 students awarded one or more vocational education and training (VET) qualifications
- 215 students awarded a Queensland Certificate of Education at the end of Year 12
- No students were awarded an International Baccalaureate Diploma (IBD)
- 97 per cent of Year 12 students received an OP1–15 or an IBD
- 100 percent who were completing or completed a SAT or 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 2016 Churchie was excited to celebrate the outstanding academic achievements of all students in Year 12. Churchie students achieved 26 OP1s, 13 OP2s, and 15 OP3s from 185 OP eligible students, with 216 students in the year. This equated to an OP eligibility of 86 per cent. This is a record OP 1 percentage and an equal record number of OP 1s. There were record results recorded in the OP 1 to 5 percentage and OP 1 to 10 percentage benchmarked domains. Testament to the performance of the cohort was their outstanding external QCS test results, posting a record 'A' percentage.

In summary, the 2016 cohort achieved:

- highest OP 1 percentage of 14% (previous best was 13% in 2015)
- equal highest numbers of OP 1s (26 OP 1s recorded in 2015)
- highest QCS 'A' percentage of 42% (previous best was 40% in 2015)
- highest OP 1-5 percentage of 46% (previous best was 44% in 2015)
- equal highest OP 1-10 percentage of 78% (78% recorded in 2015)
- equal highest OP average on record of 6.7 (6.7 recorded in 2015)
- equal highest OP median OP score of 6 (6 recorded in 2015)
- second highest OP 1-15 percentage of 97%
- 100% QCE for the second year running.

OTHER INFORMATION OF INTEREST

Churchie retains, as its foundation, the four tenets established by the 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 and places a 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-rounded 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, whilst 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 no longer accessible. Rapid technological advances mean that industry cannot stand still, and it is incumbent upon schools to embrace this challenge, seeking 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. Central to this is ensuring that teaching and learning form the core of a school's culture, whereby scholarship is promoted. 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.

Throughout the year we have been committed to supporting each of our young men to value their scholarship, seeking to attain a personal best in their pursuits, while embracing Churchie's four tenets, as we best prepare the boys for their future.

Ivy League university offers

Churchie's internationally focused academic environment ensures that graduates are well placed to seek and secure opportunities at the world's best universities. Two graduates from the class of 2016, Noah Milbourne and Alexander Jeremijenko, embody Churchie's focus on a well-balanced education in an international setting.

Both Noah and Alexander will commence study at top Ivy League universities in the United States. In July 2017, Alexander will commence a Bachelor of Arts, majoring in Economics and Mathematics, at Yale University while Noah will commence a Bachelor of Science/Bachelor of Mathematics at Brown University. Coincidentally, they will be just 100 miles from each other in the neighbouring states of Connecticut and Rhode Island in northeast USA.

The offer to study at two of the world's best universities acknowledges of Noah's and Alexander's commitment to, and success in, a broad range of activities both in and out of the classroom. They are outstanding young men who seized opportunities to excel in academic, co-curricular and community service pursuits, graduating from Churchie and moving confidently into the global community.

T J Ryan Memorial Medal

Hugo van Buuren, 2016 Vice-Captain of the School, was awarded the prestigious T J Ryan Memorial Medal and Scholarship, awarded on behalf of the Department of Education and Training. The award recognises a student's outstanding academic achievements and superior leadership qualities that have been demonstrated throughout their Year 12 studies. It will provide up to \$10,000 to support undergraduate studies.

Up to ten T J Ryan Memorial Medal and Scholarships are awarded each year to support exemplary Queensland students to pursue tertiary studies. Not all ten scholarships are awarded each year. State and non-state secondary schools can only nominate one high achieving student in Year 12.

The last time this was awarded to a Churchie student was in 2008 and it is one of Queensland's most significant scholarship awards.

2015 cohort outstanding achievements

Nicholas Scott, Prefect of the School, was accepted into Jesus College at Cambridge University to read Law through a Bachelor of Arts degree.

Dux of the School Lachlan Hill, was the recipient of a Distinguished Academic Achievers Award, presented by the Minister for Education. This award is for students who demonstrate exceptionally high achievement across a diverse range of learning options. Such an achievement puts Lachlan in an elite group of the top 30 Queensland students from 2015.

Lachlan Hill attained the highest possible ATAR of 99.95 and Churchie's highest QCS score. At Speech Night his acknowledgements included the Subject Prizes for Chemistry and for Physics. He was also awarded the W M Bateman Prize for a scholar and rower, where as a member of the First VIII, he received full colours in Rowing and the most improved senior oarsmen. Lachlan's selfless leadership saw him serve others at Sony Camp and he supported the spiritual tenet of the School. He was awarded the ANU National University scholarship and a UQ Vice-Chancellor's Scholarship; however, Lachlan has chosen to study a double degree in Mathematics and Science at UQ

Emotional intelligence means by OP band for Year 12, 2015

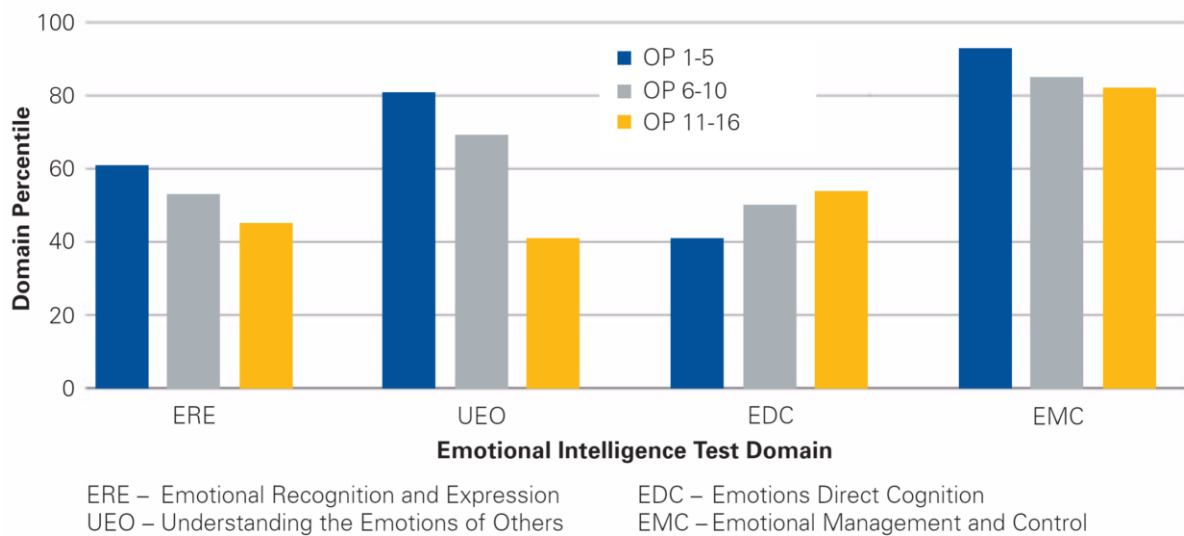
The link between emotional intelligence (EI) and academic success was highlighted with our Year 12, 2015 cohort, who were the first group to undertake the Year 10 Resilience Programme in 2013. The graph below illustrates the clear link between students' EI over the four adolescent domains compared to their OP performance. The blue bar represents students in the OP 1–5 bands, the grey bar represents students in the OP 6–10 bands and the yellow bar represents students in the OP 11–16 bands. The four EI domains relate to:

- emotional recognition and expression (ERE)
- understanding others' emotions (UEO)
- emotions direct cognition (EDC)
- emotional management and control (EMC).

Professor Stough from Swinburne University of Technology has analysed these results, advising that '27 per cent of the variance in the 2015 OPs is attributed to the emotional intelligence scores'.

What this graph shows that EI is highly predictive of OP scores. According to Professor Stough, this is the type of variance that you would normally associate with

IQ or cognitive scores. It is an incredibly powerful result, illustrating the strong link between EI and academic performance.



In recent years, Churchie’s EI research has shown that the domain that continues to be the highest predictor of OP performance is ‘understanding the emotions of others’ (UEO). For example, this relates to the ability to identify and understand the emotions of others and those in external stimuli (such as school environments, family gatherings, literature, and art work), to be able to empathise and to interact in groups—all important skills that are inherently valued.

It is noted that higher scores in ‘emotions direct cognition’ (EDC) mean that students are more likely to make decisions based upon emotions, while lower scores mean that students are more reliant on factual information to make decisions or that they are more analytical. Lower scores in this domain have no bearing on a student’s emotional wellbeing, unlike the other three dimensions

International Baccalaureate

Most recently, Churchie was pleased to be informed that our application for candidacy for the Diploma Programme (DP) has been accepted. This means that Churchie is recognised as an IB candidate school for the DP as of 1 March 2016. Pending a successful investigation into the DP, Churchie students who are currently in Year 8 will have the opportunity to choose to study DP when they are in Year 11 in 2018.

As Churchie develops internationally-minded young men who will be able to lead in the global community, we are excited that the Prep School has embarked on a pathway to become an authorised IB World School by 2017.

Queensland Senior Assessment and Tertiary Entrance Systems Delayed

On Tuesday 18 October the Queensland Government announced that the new Queensland senior assessment and tertiary entrance system will be delayed for one year. This means that the current group of Year 8 students will be the first to undertake the new Queensland Certificate of Education matriculation for senior students. That is, students who enter Year 11 in 2019.

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