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Principal's foreword

Introduction

This report contains information about the 2008 school year. The school has had many successes and has improved in its many areas of endeavour. Many new initiatives were introduced in 2008 resulting in higher levels of engagement from students, the parent community and the staff. This report outlines the gains made in student achievement, staff and parent satisfaction. 2008 saw a triennial school review conducted involving the whole school community. This gave us the opportunity to identify what we valued as a school, what we were doing well and where improvements were to be made. It was a year of building a solid foundation from which to progress the new educational agenda in curriculum, student performance and school community partnerships.

Future outlook

As a result of the detailed review of the school and its operations and curriculum base the school focus for coming years will be the refinement of the curriculum framework with an ongoing focus of literacy, numeracy and ICT offered at the school, the enhancement of well being, upgrading of grounds and provision of resources for all to maximise potential.

Our school at a glance

School Profile

Total student enrolments for this school 410

Year levels offered Prep to Year 7 with a Special Education program catering for intellectual impairment and Autism Spectrum Disorder and an additional Early Education Developmental Program for Pre- Prep students with a disability..

Coeducational or single sex Coeducational

Curriculum offerings

Our distinctive curriculum offerings.

Instrumental music programs including Strings, Brass, Woodwind, Percussion and Guitar

Language other than English – Japanese

Information Technology communications lessons for all students

Extensive Literacy Support Programs

Woodworking

Social wellbeing support programs

Outdoor Environmental focus with school wide camp program

Broad based student leadership programs

Whole school swimming program

Tabloid sports

Creative Carousel – arts and sports rotational program

Link programs with local secondary programs offering transition programs and extension programs in the Arts and Maths/ Science

Extra curricula activities

Interschool sport in AFL, Rugby League, Netball, Touch and Soccer

Lunchtime activities – Drop in Centre, Gobbledock sports

Cheerleading

Outside School Hours Care

Involvement in external competitions – local and national

Sports Gala Days

Music Keyboarding program – user pays

School pantomime

Our school at a glance

Sports Clinics

Local cluster Activity Days

Cross Country and Fun Run Activities

Community Playgroup

Annual music tour to shopping centres and nursing homes

How computers are used to assist learning

Computers are used in every classroom in the school to support online research based activities and to hone skills in literacy and numeracy. ICT skills are introduced in weekly technology lessons conducted by specialist ICT teacher. Students create digital presentations in a wide range of curriculum applications. In 2008 interactive whiteboards were added to the resource base of the school. Teachers undertook professional development in the use of these aids. Students explored the interactive lessons online and engaged in real time research. Parents are satisfied that the school is developing their computer technology skills and this level was above the state mean and had risen from the previous year. Student satisfaction levels were above state and like school means. Assistive technology is included in programs for students with disabilities. Alpha smart Neo keyboards available for use by students with disabilities.

Social climate

The social climate of the school is a very strong feature of the school which we have worked hard at enhancing during 2008. The ongoing work of the School support team is seen as essential to continually tracking student needs and responding in a timely and appropriate manner. The services of our school chaplain two days a week this year has been a boost to the variety of support programs we can offer students. The Drop in Centre initiative, along with the successful parent programs conducted have met the needs of many in the school. Strong communication links with parents have been strengthened and this has seen gains in levels of satisfaction. Areas such as satisfaction with being safe at school at 88% was above the state mean, as were satisfaction levels with student discipline, behaviour and fair treatment which were also higher levels compared to the previous year. 88% of parents were satisfied that their child was happy to go to this school. Again this level was significantly improved from the previous year and above the state mean. Student's satisfaction for each of the same questions were also at rates above levels in the previous year with happiness to go to this school reaching the very satisfied level.

Involving parents in their child's education.

Parents are highly engaged in the student's education through assisting on roster in classrooms, supporting learning activities, attending excursions, being part of the active Parents and Citizens' Association. Regular homework is sent home and is supported by

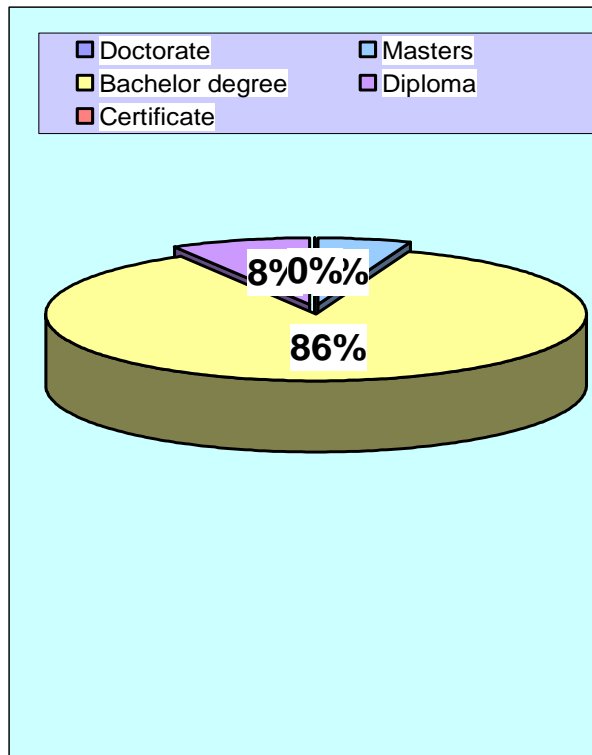
Our school at a glance

the community. An open door policy exists for all caregivers to meet with any member of staff to discuss concerns. Regular contact is made with parents involving special programs on offer at the school to support their children and communication with parents is made through many modes. Examples include: being welcome activities, parent teacher conferences, weekly newsletter, information brochures, letters, phone calls and through the web site. Celebration assemblies and special events conducted by sectors and year levels ensure parent involvement is maximised. Annual sports and swimming carnivals, gala days, fun runs, grandparents day, volunteers morning tea, ANZAC day and showcase events are held. All parents are cordially invited to enjoy these events with their children. In 2008, through the Triennial School review, parents engaged with the future visioning and program development for the school. School opinion satisfaction levels with school community relations improved and satisfaction with opportunities to participate in life of the school was above the state mean. Parents feel very satisfied that they are welcome at the school and levels of satisfaction levels exceeded or were equal to the state and like schools means.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	31
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$17242

The major professional development initiatives are as follows:

School Wide Positive Behaviour Support

Interactive white boards

Literacy training P-3

Curriculum Development – Essential Learning and Standards

One School reporting program

The involvement of the teaching staff in professional development activities during 2008 was 83 %.

Our staff profile

Average staff attendance	
For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.	
Proportion of staff retained from the previous school year.	
From the end of the 2007 school year, 100 % of staff were retained by the school for the entire 2008 school year.	

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	361	454	535
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 88 %	85 %	88 %
Writing	Average score for the school	385	476	520
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 88 %	93 %	88 %
Spelling	Average score for the school	363	451	520
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 88 %	88 %	82 %
Grammar and Punctuation	Average score for the school	352	464	503
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 84 %	93 %	80 %
Numeracy	Average score for the school	347	459	543
	Average score for Queensland	367.9	458.2	539.0

Performance of our students

	For the school the percentage of students at or above the national minimum standard.	2008	83 %	91 %	91 %
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Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	70%
Writing	78%
Number	84%

Value added

The school prides itself on the high level of value addedness and support given to all students. There are many students from second language backgrounds, indigenous children and those in the care of the state. Value adding programs are run within the school to support all children's global needs both academically and in relation to their social wellbeing. Extension programs, use of specialist staff and broad community involvement all add to the opportunities students are offered. In addition the school has a special needs population of 10% catering for students with intellectual impairment and autism spectrum disorder, who are supported through the Special Education Program. A number of other students with physical impairment and hearing or speech impairments are supported by advisory visiting teacher services. All students are accommodated in an inclusive model with students being supported in their mainstream classes by specialist staff. Many unique programs have been instituted to support all students. Playground programs and support, woodworking, creative carousel activities, focused literacy and numeracy teaching time blocks, the drop in centre, extension programs and secondary school link programs enhance outcomes for students. Parent levels of satisfaction re the variety of activities offered at the school was significantly higher than the state mean and above the like schools mean. This has been increasing over the past three years. Student satisfaction in the same area was also high and saw the same positive trend.

2008 was the year that saw the National assessment program implemented in years 3,5 and 7. It is not possible to draw trend conclusions from this single piece of data this year. The school was equal or above the state mean in year 5 and 7 numeracy, year 5 writing and year 7 reading. Spelling and grammar were identified as significant areas to be worked upon as did year 3 numeracy.

Trend data can be found in the year 2 diagnostic data. In the area of reading there has been an increasing number of students not needing additional support with rates

Performance of our students

reaching 82%. In numeracy percentages are also above the 80% level. Writing is an area that has been identified as an area for improvement.

The school continues, to build an environment where student well being is enhanced, to strive to increase achievement levels and to provide opportunities for all.

Parent, student and teacher satisfaction with the school

Parent satisfaction that their child was receiving a good education at the school rose in 2008 to 79%. This is the highest in the last three years and is above the EQ target set and above state and like school means.

88% of Parents also felt that Springwood Central was a good school and again this is an improved result from previous years and is well above the benchmark set by EQ and above the state means and very close to the like school means. This area achieved the very satisfied level of satisfaction.

82% of students were satisfied with the education they are receiving at the school and again this is above the EQ target, equal to the state mean and improved upon scores from previous years.

Staff satisfaction improved markedly in 2008. The level of 76% was a significant increase in satisfaction and is just 3% below the target set by EQ.

The school focus will continue to be on building the school community as a whole, ensuring that Springwood Central is highly regarded by all and is the school of choice for our local community.