



Springwood Central State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training

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This report is produced by the School Principal to meet the school's reporting obligations to the Queensland and Australian Governments

School Overview

Springwood Central has about 345 students. Our emblem represents striving along the road towards our goal of learning. Our motto 'Through Effort Success' embodies the emphasis the school places upon participation and effort. The school offers eight key learning areas and has a specialist sport and music program. The school offers a broad range of extra curricula areas including cheerleading, music keyboard programs and playtime activities. The school participates in interschool sport in rugby league, soccer and netball achieving championship status in many of these sports. Staff are dedicated to meeting the needs of students. A broadly based leadership program begins with monitors in the lower school, moving to student council representation and school leadership positions. We cater to a diverse range of students and have both a special education unit catering for intellectual impairment, autism, speech language impairment and an early childhood development program supporting pre prep students with disabilities. The extensive music program includes strings, woodwind, percussion, brass and guitar and a school choir.

Principal's Forward

Introduction

School Progress towards its goals in 2016

At Springwood Central State School, we make a difference to children learn at high levels. The three major goals of 2016 were

1. Sustained improvement in reading
2. Creating a safe, beautiful and functional school
3. Creating a positive school culture

Future Outlook

Based on the work and results in 2016, our 2017 school major goals are

1. Sustained improvement in literacy
2. Creating a positive school culture
3. Sustained improvement in numeracy

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	298	151	147	16	94%
2015*	281	145	136	10	89%
2016	314	166	148	12	91%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The diverse population of the school is comprised of students from 19 different ethnic backgrounds and different levels of socio-economic status drawn from the local area and surrounding suburbs. The school supports 9% of students with special needs in our Special Education Program. The Early Childhood Development Program provided programs for 26 prior to Prep students. The school has 6% of students from backgrounds other than English where English is a second language.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	25
Year 4 – Year 7	27	24	30
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

John Hattie's Visible Learning underpins Springwood Central's Pedagogical Framework. We identified 6 signposts of excellence in education as those things that provide the most effective learning for students.

Learning Intentions

Success Criteria

Direct Instruction and Practice

Feedback

Safe Environment

Passion

6 Signposts towards Excellence in Education

To achieve our goal of sustained improvement in reading our school we use the Daily 5 as our framework for structuring literacy time so students develop lifelong habits of reading, writing and working independently. Our strategies of teaching reading comes under the umbrella of CAFÉ and include the key reading strategies of QAR, Beanie Babies Decoding strategies, Reciprocal Teaching and Sheena Cameron's reading strategies.

Co-curricular Activities

Some of our co-curricular activities include:

- Technology lessons for all students
- Extensive Literacy Programs
- Social wellbeing support programs, including the teaching of growth mindset and the You Can Do It program
- Outdoor Environmental focus with school camp and excursions
- Broad based student leadership programs
- School Choir
- Language other than English – Japanese
- Sporting Schools Program
- Whole school swimming program and carnival
- Tabloid sports
- Under 8's Day
- Cross Country
- Annual athletics carnival
- Link programs with local secondary programs including transition, Excel and Storm Cups
- Chaplaincy Program
- ICAS Tests
- Code Club
- Anzac Commemoration Parade
- Grandparents Day
- Outside School Hours Care
- Involvement in external Cheerleading competitions – local and national
- Sports Gala Days
- Music Keyboarding program
- School Carols & Music evening performances
- Wakakirri Performance
- Football Program

How Information and Communication Technologies are used to Assist Learning

There is a strong focus on ICT throughout the school. Staff have undertaken professional development to improve their skills. Students access ICT in both specialist ICT lessons and within the curriculum in their classrooms. Elements of assessment use ICT for students to present their work and as part of culminating activities. All classrooms have a number of computers and make extensive use of interactive technology through the use of interactive whiteboards. Students engaged in online learning via this mode. Assistive technology is included in programs for students with disabilities. Curriculum planning was undertaken via the One School platform and data collection was undertaken in the area of assessment and monitoring of behaviour data. The school intranet is extensively used to share curriculum matters, information between classes and publication of learning documents.

Social Climate

Overview

The school is in its eighth year of involvement in the School Wide Positive Behaviour Support Program, it is now called Positive Behaviour for Learning. This program teaches students appropriate models of behaviour in different contexts and situations. It provides and builds a skill set to combat bullying when it occurs.

The school continues to benefit from the services of our school chaplain two days a week.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	97%	91%
this is a good school (S2035)	100%	100%	91%
their child likes being at this school* (S2001)	97%	100%	91%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	92%	94%	91%
their child is making good progress at this school* (S2004)	89%	94%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	90%	91%
teachers at this school motivate their child to learn* (S2007)	100%	97%	94%
teachers at this school treat students fairly* (S2008)	95%	93%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	94%
this school works with them to support their child's learning* (S2010)	92%	87%	97%
this school takes parents' opinions seriously* (S2011)	95%	89%	79%
student behaviour is well managed at this school* (S2012)	89%	90%	80%
this school looks for ways to improve* (S2013)	95%	93%	100%
this school is well maintained* (S2014)	95%	97%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	92%	91%
they like being at their school* (S2036)	85%	94%	93%
they feel safe at their school* (S2037)	97%	93%	92%
their teachers motivate them to learn* (S2038)	98%	95%	96%
their teachers expect them to do their best* (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	90%	89%
teachers treat students fairly at their school* (S2041)	92%	90%	86%
they can talk to their teachers about their concerns* (S2042)	88%	92%	85%
their school takes students' opinions seriously* (S2043)	86%	93%	88%
student behaviour is well managed at their school* (S2044)	85%	73%	68%
their school looks for ways to improve* (S2045)	93%	96%	97%
their school is well maintained* (S2046)	92%	96%	84%
their school gives them opportunities to do interesting things* (S2047)	88%	89%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	82%	93%
they feel that their school is a safe place in which to work (S2070)	100%	85%	93%
they receive useful feedback about their work at their school (S2071)	93%	76%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	81%
students are encouraged to do their best at their school (S2072)	100%	94%	100%
students are treated fairly at their school (S2073)	97%	94%	97%
student behaviour is well managed at their school (S2074)	100%	85%	93%
staff are well supported at their school (S2075)	93%	74%	83%
their school takes staff opinions seriously (S2076)	100%	79%	90%
their school looks for ways to improve (S2077)	97%	91%	100%
their school is well maintained (S2078)	83%	88%	100%
their school gives them opportunities to do interesting things (S2079)	97%	82%	89%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school has a very strong but small Parents and Citizen's Association. The parents are involved in keeping abreast of monthly activities in the school and bringing ideas to the school for consideration. Their input is highly valued. The P&C coordinate the operation of the school canteen, uniform shop and various fundraising activities held throughout the year. These attract parent helpers on a regular basis. Parents can be involved in our classrooms as parent aides, on excursions as assistants or as supporters of our home reading program. Parents are involved in their child's education through the class projects, being attendees at school events and classroom culminating activities. Regular contact is encouraged with parents both in informal chats after school and in the twice yearly parent teacher interviews. 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: welcome activities, parent teacher conferences, weekly online newsletter, information brochures, emails, letters, updates on Facebook and phone calls. Celebration assemblies and special events conducted by sectors and year levels ensure parent involvement is maximized. Annual sports and swimming carnivals, gala days, fun runs, grandparent's day, volunteer's morning tea, ANZAC day, Under Eights' Day and other showcase events are held.

Support and guidance is provided to parents in need from both the chaplain and school staff. Parents are provided with tips on how to work cooperatively with their children at home in terms of behaviour and curriculum homework along with ideas about activities that can overcome familiar family challenges – television, internet, and friendship issues.

Respectful relationships programs

The school implements the You Can Do It Program that focus on appropriate, respectful and healthy relationships. It focusses on the 5 keys for success and happiness being persistent, resilient, cooperative, organised and able to get along with others.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	19	53	62
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	2
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school has many aspects of recycling and it is proud of its achievements. The school is involved with programs of recycling printer cartridges, computers and paper. It is very conscious of the need to reduce our water consumption and have installed a large water tank. Increases in the electricity charges have impacted upon the school especially with community use of our facilities especially at night in the hall. Air conditioning systems were installed to 3 blocks in term 3 last year and are operated to DET policy, which will reflect the increase of the electricity charges. Solar panels are used to support the supply of electricity to the school's computer server. Every effort is made to ensure staff and students conserve water. Constant efforts are made to maintain taps and toilets to reduce water wastage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	135,490	679
2014-2015	139,282	8,727
2015-2016	143,370	1,509

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:
 Government
 Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	26	24	0
Full-time Equivalents	21	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	
Bachelor degree	22
Diploma	2
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$17 097.31

The major professional development initiatives are as follows:

- Weekly Professional Learning Teams
- Children Impacted by Trauma
- 7 Habits of Highly Effective People
- Principal's Conference
- Daily 5
- Café
- Optimising Instruction Time and Independent Practice
- On line Seminars
- It's all Connected Expo
- Tony Attwood Seminars
- Managing Challenging Behaviours
- Seven Steps to Writing Success
- Lead Coaching Sessions
- Workforce and Welbeing Program
- Team Development Sessions
- Master Teacher Training
- One School Training
- Human Resource Training
- Regional Mandatory Training
- CPR Training
- Diabetes and Anaphylaxis Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	76%	80%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	89%	94%	91%	93%	93%	93%					
2015	92%	92%	91%	89%	92%	90%	91%						
2016	87%	87%	89%	87%	90%	91%	92%						

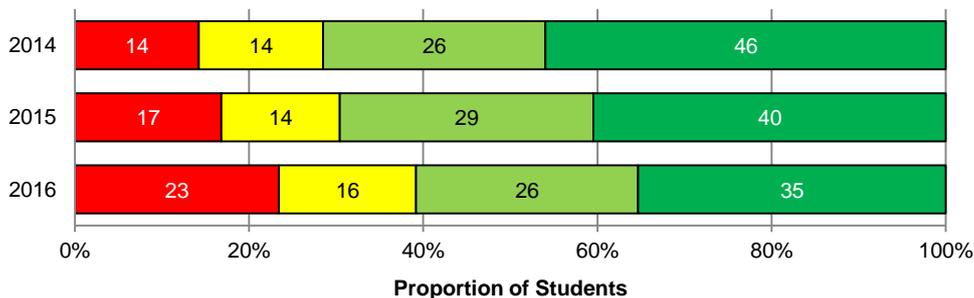
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Springwood Central State School staff commence their roll marking at two set times of the day 8.30am and 1.40pm, should students arrive late they must report to the administration building to receive a late slip with a reason. Students who are collected early by parent/guardians are required to present to the office for an early leaving slip outlining their reason. Students who are collected for appointments by a parent/guardian are required to complete a register signing out time and reason and then a reentry time. Once a week an absence report is processed where the school administration undertake phone calls to parents for any unexplained absences, letters are also sent home if the school has not been notified the reason of absence. In late 2016 a SMS message service was set up to replace phone calls whereby a message is sent to parents mobiles notifying of their students absence and requesting a reason. This process then imports those absences on OneSchool. Should a reason not be submitted then the school administration staff make contact via phone or email to request a reason for the absence. All absences are reported on report cards. Appeals are also sent via the newsletter.

Incentives for attendance and reduction of late slips include Gotcha Rewards, these Gotcha's were then tallied up and students were able to choose a reward for the "Rewards box".

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

Our school is going through a renewal of curriculum and pedagogical knowledge that is upskilling our staff to ensure we are able to ensure all students are learning at high levels.

