



Springwood Road State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Springwood Road State School is a coeducational school in the South East Queensland Region. Our school motto of Sharing and Working Together and school values program provide the foundations for a caring and supportive environment. School values of Tolerance, Respect, Responsibility, Kindness, Cooperation, Honesty and Perseverance are embedded into our everyday business.

Our school strives to maximise student achievement by developomg high, achievable learning expectations for all students in literacy and numeracy; effective pedagogical practices to promote deep understanding and connectedness to the world; a healthy and active lifestyle and opportunities for all children to develop talents and interests.

We aim for positive and effective communication with our community and celebrate student learning and success. Springwood Road offers a diverse range of programs to meet the needs of all students. Intervention and extension programs support and enhance learning, camping and sport programs develop active lifestyles and our instrumental music program, choir, Japanese classes and Wakakirri participation offer students a taste of The Arts. Springwood Road has strong support from our community and our Parents and Citizens Association is active in informing school programs and policies, planning community events and organising fundraising activities.

Principal's Foreword

Introduction

This report provides important information on the achievement of the school's priorities and successes as outlined in the 2017 Annual Implementation Plan. The report informs parents and members of the school community of school strengths and identifies areas for future development.

School Progress towards its goals in 2017

Reading:

Focus in Reading in 2017 was to develop a consistent pedagogy and practice across the whole school. The school's Head of Curriculum lead year level planning sessions in support of the development of this framework. The HOC, MT, DP, STLAN and HOIE also coached or released staff to observe colleagues with expertise in this area. The 2017 NAPLAN results for Year 3 showed great improvement, with Year 5 data staying stable.

The Springwood Road State School's shared understanding of an effective reading component of a literacy block, Whole, Part, Whole includes:

- routines planned with clear student understanding of organisation and purpose (Archer & Hughes, 2011)
- needs-based, open-ended activities that encourage higher-order thinking (Ontario Ministry of Education, 2004a, p. 29).

- a commitment to uninterrupted learning in premium learning time (Campbell, Fullan, & Glaze, 2006, p. 23).
- time for engagement, developing a sense of independence, expectation and self-direction (Fountas & Pinnell, 2001, Stigler & Hiebert, 1999).
- focused teaching that maximises learning within each student's 'zone of proximal development' (Vygotsky, 1978)
- whole-class, small-group, whole-class structure that each of the strategies is integrated into effective classroom practice
- ongoing formative assessment to enable targeted or differentiated instruction

Building a Feedback Culture:

Each staff member participated in a rigorous Annual Performance Review process, meeting twice in 2017 with a member of the leadership team to ensure that their goals were both aligned to the Annual Improvement Plan and supported through targeted resourcing.

Community:

The Chaplaincy program continued throughout the 2017 school year, providing our students with additional resources – uniforms, lunches, Girls program, ball games and breakfast club. The school's Behaviour Coach collaborated with Springwood Central's Chaplain to implement the Rock and Water resilience program across both sites.

Our P&C continued to work tirelessly throughout the year and provided funds to the school so that each classroom had air conditioning. The team held several working bees throughout the year to ensure the grounds and aesthetics of the school were improved.

The expansion of iPad usage in 2018 to enhance student outcomes will include 3-6 BYOD with the school setting aside funds to purchase additional technology to supplement students who don't have access to an iPad.

2018 Future Outlook

Writing:

- Implement whole school writing framework
- Monitoring student progress against the Literacy Continuum
- Coaching and mentoring with Deputy Principals, Master Teacher & trained lead teachers
- Differentiation Coaching with the STLAN and Head of Inclusive Education
- Fortnightly moderation and professional development sessions
- 5 week data cycle discussions between class teacher and DP

Culture:

- All staff training in the Seven Habits of Highly Effective People through QELI
- The Leader in Me way of life introduced through the Covey Institute
- Fortnightly whole school Peer Support sessions
- Community Engagement Officer role created to improve connections with parents, local service providers and Early Childhood Centres
- Review of Responsible Behaviour Plan for Students
- Year planning days at the end of terms to build collaboration and corporate planning
- Focus on embedding Aboriginal Perspectives
- Strengthening Learning hubs with local schools
- Development of Complex Case management framework
- Pre-prep program development
- Strengthen transitioning programs both to school and from primary to high school

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	623	294	329	31	94%
2016	618	300	318	40	95%
2017	586	267	319	31	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The student population at Springwood Road State School has a rich multicultural blend including, white Anglo-Saxon, Pacifica, Asian, European and African families. There is a growing number of students from non-English speaking backgrounds who speak English as a second language. The school has 36% of our student population from the catchment areas of Rochedale, Rochedale South and Springwood. Other significant feeder suburbs include Harris Fields, Slacks Creek, Kingston, Mabel Park, Woodridge, Eight Mile Plains and Waterford West. Many families choose to pass other schools to attend Springwood Road State School. 5% of our student population identify as Aboriginal or Torres Strait Islander heritage.

Our school includes a number of students with disabilities including Mental Health, Intellectual Disability, Physical Impairment, Speech Language Impairment, Hearing Impairment, Visual Impairment and Autism Spectrum Disorder, who are catered for within our Inclusive Education Program (IEP). Students with learning difficulties receive differentiation assistance within our Learning Support Program.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	23
Year 4 – Year 6	26	28	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Teaching at Springwood Road State School is centred upon an Explicit Teaching Pedagogical framework and the Gradual Release Model.

Each teacher uses What Are We Learning To (WALT) and What I'm Looking For WILF, to set students up for success. Students know what the goal of the lesson is and can track their own progression towards achieving this. The Gradual Release model is based on I Do, We Do, You Do. This allows students to see best practice demonstrations/teaching and then to have plenty of opportunities to practise these skills with others and then independently.

Differentiation is a key feature of the curriculum delivery at Springwood Road State School. The HOIE and STLAN are instrumental in supporting teacher development in this area to ensure they are providing equitable access to the curriculum for all students.

We celebrate student achievements through Days of Excellence events with our cluster schools as well as Science Expos, Under 8's Day, Grandparents Day, Open Classrooms, Book Week.

Co-curricular Activities

Student Leaders – School Captains, Sport's Leaders and Library monitors – elected by peers and staff - year 6
Student Council years 3 to 6 – elected by peers
Interschool sport – years 4 - 6
Playground Buddy Monitors - years 5 – 6 students are trained by the Behaviour Coach and work with younger students to support their development of social skills
Paper Recycling program – all classes
Sport – interschool sport, athletics, swimming lessons,
Interest Groups – years 4-6 not participating in Interschool sport nominate their ideas for interest groups, eg Art, Gardening, Lawn Bowls, Martial Arts
Rosedale High Challenge Day
Springwood State High School – Storm Cup – interschool primary curriculum challenge day.
Music – Instrumental music, band, string ensemble, choir, music camp
IEP transition club
Book Week
Reader's Cup
Premier's Reading Challenge
Celebration of Learning
School Discos
Lunchtime Clubs – Science, Robotics
Class excursions and incursions
Colour Run
Variety Night; Talent Quest; Music Night; Eisteddfods
Camps

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies (ICT) are an integral part of teaching at Springwood Road State School so that student outcomes are reached. Explicit teaching of ICT skills is implemented P-6 with additional lunchtime programs offered to extend student learning.

BYO iPad classes 3-6 were trialled throughout 2017 with constant feedback from staff, students and parents sought. The success of integrating technology into curriculum delivery and monitoring meant that in 2018 all classes 3-6 were offered the option of BYOD iPad. Upgrading of infrastructure was put in place to ensure connectivity was at an optimal level. A teacher aide was appointed in 2017 to focus on iPad and ICT support for staff.

Professional learning for teachers on iPad classes was offered and written into their APRs to ensure that iPads were being utilised effectively. There are computers (3 to 4) in each classroom and the school also has a dedicated computer lab with class sets of computers. A whole class laptop pod as well as several pods of iPads are available for classroom usage.

Each teaching classroom throughout the school is fitted with age appropriate whole class technology systems – Interactive Whiteboards for younger years and Apple TVs for older cohorts. All teachers are equipped with laptops and an iPad to assist in planning, preparing, delivering and assessing teaching and learning programs.

Social Climate

Overview

A comprehensive school Responsible Behaviour Plan is in place with a strong focus on the school Values of Respect, Cooperation, Responsibility, Honesty, Tolerance, Kindness and Perseverance. Although, we continued to embed these values into everyday school life, a review process was undertaken to check the validity, useability and relevance of the many systems that are in place.

School rules remain a focus across classrooms and the school.

We are **Safe**
We are **Learners**
We are **Cooperative**
We are **Respectful**
We are **Responsible**.

These statements are supported by explicit teaching of what they look like, sound like and feel like in our school. Each week a new skill from our explicit Social Skill Program is introduced on assembly. Teachers follow up with an explicit focus on this skill. Each social skill relates back to the value of the fortnight.

A whole school approach to behaviour management and conflict resolution was developed during 2017 as a more consistent approach was needed. The school no longer has a detention room and instead have a Reflection room where students come to discuss behavioural concerns and work with the duty teacher to better understand their choices and to devise strategies to improve their behaviour. Staff received training on OneSchool documentation to support effective data collection on behaviour and this in turn informs individual support planning.

We have a strong focus on anti-bullying behaviours. Anti-bullying strategies include the High Five strategies across the school as well as Bravehearts presentation to Prep – Year 3 students, Fun Friends, Conflict Resolution and Healthy Relationship program.

The Student Council is a pro-active group involved in leadership, environmental issues and student wellbeing. A variety of activities including Discos, Free Dress Days and team activities are promoted through the year. Programs focus on the development of student leadership, self-management and values. This student body raises funds to make a donation to a Children's charity each year.

16 mentors from The Edge work with identified students each week in the Kid's Hope program. Story Dogs was introduced in 2017. Once a week a trained facilitator visits the school with Maddie (dog) to support reluctant readers to find their passion for reading. The students get to read to Maddie and their confidence and participation levels have greatly improved.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	88%	89%
this is a good school (S2035)	100%	90%	92%
their child likes being at this school* (S2001)	100%	97%	96%
their child feels safe at this school* (S2002)	100%	95%	90%
their child's learning needs are being met at this school* (S2003)	94%	88%	90%
their child is making good progress at this school* (S2004)	98%	90%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	94%
teachers at this school motivate their child to learn* (S2007)	98%	90%	94%
teachers at this school treat students fairly* (S2008)	100%	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	98%	92%	94%
this school works with them to support their child's learning* (S2010)	93%	88%	90%
this school takes parents' opinions seriously* (S2011)	95%	87%	88%
student behaviour is well managed at this school* (S2012)	96%	88%	77%
this school looks for ways to improve* (S2013)	100%	93%	88%
this school is well maintained* (S2014)	87%	88%	79%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	97%	94%
they like being at their school* (S2036)	98%	97%	90%
they feel safe at their school* (S2037)	98%	94%	85%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	98%	94%	96%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	96%	90%
teachers treat students fairly at their school* (S2041)	89%	90%	82%
they can talk to their teachers about their concerns* (S2042)	92%	90%	90%
their school takes students' opinions seriously* (S2043)	94%	93%	81%
student behaviour is well managed at their school* (S2044)	98%	89%	71%
their school looks for ways to improve* (S2045)	98%	98%	84%
their school is well maintained* (S2046)	96%	94%	82%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	80%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	100%	87%
they feel that their school is a safe place in which to work (S2070)	98%	100%	85%
they receive useful feedback about their work at their school (S2071)	91%	79%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	84%
students are encouraged to do their best at their school (S2072)	100%	98%	90%
students are treated fairly at their school (S2073)	98%	98%	88%
student behaviour is well managed at their school (S2074)	95%	100%	56%
staff are well supported at their school (S2075)	93%	93%	63%
their school takes staff opinions seriously (S2076)	91%	90%	71%
their school looks for ways to improve (S2077)	100%	100%	88%
their school is well maintained (S2078)	93%	93%	60%
their school gives them opportunities to do interesting things (S2079)	91%	95%	85%

* 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

Celebration of Learning is a major focus in our school. The school created a Facebook page to heighten their ability to inform parents of events in a timely manner. The school is also developing their own Webpage in order to have current information readily available to the community.

During 2017, partnerships between home and school were encouraged through:

Yearly reporting to parents in the form of two written report cards, two behaviour reports and two face to face interviews.

Meet the Teacher Night

Weekly parent newsletter, emailed directly to parents.

Parent student workshops on reading.

Presentation by Tony Attwood on Autism

Pre- Prep transition program.

Celebration of student learning – each class holding a celebratory event at the end of each term. This event is used to showcase student learning and give parents an extra opportunity to meet with classroom teachers.

Strong partnerships with our Adopt a Cop

Parenting programs facilitated by the Guidance Officer.

Inclusive Education Parent Network Meetings twice a term

Parents are encouraged to spend time in classrooms as active participants and many take the opportunity to work alongside teachers in providing extra support for students.

Springwood Road has a very active Parents and Citizens association. The P&C is responsible for the school, tuckshop, uniform shop and Other Hours School Care.

Through forums or surveys, parent feedback is sort each year. This feedback process is intended to engage parents in the future capacity building of the school.

Starfish community organisation works within the school to support students impacted by mental health

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships through curriculum expectations as well as external talks by GO and Bravehearts.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	24	34	16
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school has made a conscious effort to reduce our environmental footprint. There is an environmental perspective in our curriculum with students investigating ways to reduce waste and sustain our school built environment. Special outside tap fittings, water pressure fittings and dual flush toilets have been installed to conserve water usage in the school. Old water supply lines have been replaced. A bank of solar panels on C block supplements our electricity supply from the main grid. Our natural environment is enhanced each year with the planting of native vegetation. A large water tank has been installed to water our oval and a student run recycling program has been introduced.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	136,338	1,573
2015-2016	130,621	1,340
2016-2017	149,611	1,283

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	29	<5
Full-time Equivalents	40	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	36
Diploma	5

*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 2017 were \$48 000

The major professional development initiatives are as follows:

- National Curriculum and its continued implementation
- Cohort Planning Days
- Higher Order Reading Strategies
- iPad incorporation to enhance learning Outcomes
- Anaphylaxis Training
- Pedagogical Framework
- One School training
- First Aid
- Behaviour Management – Bridge Builders
- Moderation of Student Work
- Mandated training including: Code of Conduct, Student Protection, Asbestos Training
- Coaching and mentoring by key support staff
- NCCD and DDA training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	91%

*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 2017 for all Queensland Primary schools was 93%.

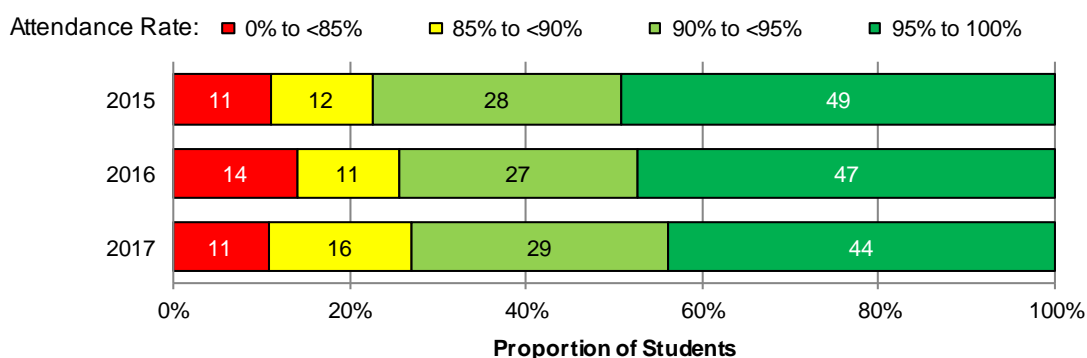
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	93%	93%	93%	93%	94%	93%						
2016	92%	92%	92%	94%	93%	92%	93%						
2017	91%	93%	93%	93%	92%	94%	93%						

*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:



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.

Class rolls are electronically marked twice daily in the morning and afternoon and absence reasons are entered twice a week. Parents are required to phone the school absence line, send a note or email to the school advising of the reason for absence. Unexplained absences are followed up with a note sent home stating the date of the absence and asking parents for a reason for the absence. Unexplained absences of more than three days are followed up firstly by the classroom teacher and then by the administration team.

Where there is a pattern of multiple unexplained absences, the parent is contacted by the Behaviour Coach, Deputy or Principal by a phone call. Identified repeat non-attendeers are closely monitored and followed up by one of the above officers. They may be referred to other agencies, Education Queensland letters are sent home to outline parent responsibilities and / or a meeting arranged with parents.

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.

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SEARCH

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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.