Springwood Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 in our everyday business. Our school strives to maximise student achievement by providing high 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 and Japanese classes 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.

School Values

Habit 1 - Be Proactive

Habit 2 - Begin with the End in Mind

Habit 3 - Put First Things First

Habit 4 - Think Win Win

Habit 5 - Seek First to Understand then to be Understood

Habit 6 - Synergise

Habit 7 - Sharpen the Saw

Habit 8 – Find your Voice

School progress towards its goals in 2018

At the end of 2017 the school participated in a Priority School Review lead by the Department's School Improvement Unit. The following key improvement strategies were idfentified:

- Collaboratively develop, implement and monitor strategies to enhance the professional culture of the school, promote genuine commitment to the school's agenda, maintain high levels of staff morale and promote wellbeing.

- Develop an Explicit Improvement Agenda (EIA) that has a narrow and sharp focus and work with teachers to define the agreed non-negotiable teaching practices relating to this agenda that are consistently implemented across the school.

- Provide time for teams of teachers to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

- Ensure consistent implementation of planned curriculum units and assessment tasks to provide horizontal and vertical alignment of the curriculum within year levels and across the years of schooling.

- Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by, all staff members.

Although there is always room for development, at the end of 2018 the evidence that the School Improvement Unit had gathered over the year proved that the school had implemented the above listed strategies to a high standard and therefore no longer need the ongoing support.

Future outlook

➢ During 2019 we will continue to implement the recommendations of the School Improvement Team

➢ Develop a school wide Writing Framework

➢ Refine the Pedagogical Framework

➢ Staff Lead Teams – Curriculum, Culture and Community to drive the imrovement agenda

➢ Design a multi purpose STEAM Hub

➢ Employment of an Early Years Transition Facilitator 1 day per week

➢ Scheduled formal and informal feedback observations that align to the Annual Improvement Plan of Culture or Writing

➢ The Leader in Me official launch

➢ Employ a second Deputy Principal so that teachers have targeted, differentiated coaching

➢ 2 Week start up units for the start of the year based on LIM Habits

➢ LIM daily 15 P-6 to teach students the importance of setting goals and how to monitor their own progress

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	618	586	529
Girls	300	267	241
Boys	318	319	288
Indigenous	40	31	21
Enrolment continuity (Feb. – Nov.)	95%	94%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our student population includes students from diverse socioeconomic backgrounds and family structures. Enrolment numbers declined in 2018 due to multiple factors – siblings attending High Schools outside the catchment area so younger siblings moved schools too, aging population within the catchment.

Approximately 4% of our student population identify as Indigenous.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	21
Year 4 – Year 6	28	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Every year level had a day together to plan for the upcoming term so that there was consistent delivery of quality, integrated learning programs. The school follows the Gradual Release of responsibility model – I Do, We Do, You Do. This instructional model requires that the teacher, by design, transitions from assuming "all the responsibility for performing a task to a situation in which the students assume all of the responsibility".

Teachers use explicit differentiated teaching to set high expectations for all learners. We Are Learning To (WALT) and What I'm Looking For (WILF) are used in every classrooms so that students can understand these expectations and monitor their own progression towards achieving these.

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
Playground Buddy Monitors - Year 5 – 6 students are trained by the Community Engagement Officer and work with younger students to support their social skills development
Paper Recycling program – all classes
Sport – Sports Excellence Program, interschool sport, athletics, swimming lessons,
Interest Groups – Year 4-6 students not participating in Interschool sport nominate their ideas for interest groups, e.g. Art, Gardening, Lawn Bowls, and Martial Arts
Rochedale 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
School Discos
Lunchtime Clubs – Science, Robotics, Writing
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.

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

Springwood Road State School has built upon our successes from 2017 to make this school even more innovative, creative and respectful and we trust that this deepening desire to be the best that we can be, to ensure that our students can be the best that they can be, has come from the introduction of The Leader in Me way of Life. At the start of 2018 all of the staff participated in QELI's 2 day 7 Habits of Highly Effective People training which was paid for by the P&C, as they understand that investing in people has a positive impact on their child's/ren's outcomes.

We are the first state school in Queensland to be a Leader in Me school, one of 4325 across the world and only 42 in Australia. This is a huge accomplishment and a true testament to the dedication of our staff, who have fully embraced a new culture, one where, each and every day we are committed to learning how to foster and strengthen productive, trusting relationships with each other, our students, families, other schools and community organisations.

HABIT 1 - BE PROACTIVE
I am a responsible person. I take initiative. I choose my actions, attitudes and moods. I do not blame others for my mistakes. I can only be offended if I choose to be.

HABIT 2 - BEGIN WITH THE END IN MIND
I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision, and look for ways to be a good citizen.

HABIT 3 - PUT FIRST THINGS FIRST
I spend my time on things that are most important. This means I say no to things I know I shouldn't do. I set priorities, make a schedule, and follow my plan. I am disciplined and organised.

HABIT 4 - THINK WIN WIN
I balance courage for getting what I want with consideration for what other want. I make deposits in other's Emotional Bank Accounts. When conflicts arise, I look for options that work for both sides.

HABIT 5 - SEEK FIRST TO UNDERSTAND THEN TO BE UNDERSTOOD
I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

HABIT 6 - SYNERGISE
I value other people's strengths and learn from them. I get along well with other people, even those who are different from me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us.

HABIT 7 - SHARPEN THE SAW
I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just school. I find meaningful ways to help others.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	89%	93%
• this is a good school (S2035)	90%	92%	93%
• their child likes being at this school* (S2001)	97%	96%	92%
• their child feels safe at this school* (S2002)	95%	90%	93%
• their child's learning needs are being met at this school* (S2003)	88%	90%	89%
• their child is making good progress at this school* (S2004)	90%	91%	92%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	90%
• teachers at this school motivate their child to learn* (S2007)	90%	94%	93%
• teachers at this school treat students fairly* (S2008)	88%	89%	91%
• they can talk to their child's teachers about their concerns* (S2009)	92%	94%	94%
• this school works with them to support their child's learning* (S2010)	88%	90%	93%
• this school takes parents' opinions seriously* (S2011)	87%	88%	84%
• student behaviour is well managed at this school* (S2012)	88%	77%	83%
• this school looks for ways to improve* (S2013)	93%	88%	89%
• this school is well maintained* (S2014)	88%	79%	88%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	94%	94%
• they like being at their school* (S2036)	97%	90%	80%
• they feel safe at their school* (S2037)	94%	85%	87%
• their teachers motivate them to learn* (S2038)	94%	96%	93%
• their teachers expect them to do their best* (S2039)	98%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	90%	93%
• teachers treat students fairly at their school* (S2041)	90%	82%	83%
• they can talk to their teachers about their concerns* (S2042)	90%	90%	77%
• their school takes students' opinions seriously* (S2043)	93%	81%	74%
• student behaviour is well managed at their school* (S2044)	89%	71%	59%
• their school looks for ways to improve* (S2045)	98%	84%	83%
• their school is well maintained* (S2046)	94%	82%	80%
• their school gives them opportunities to do interesting things* (S2047)	97%	80%	84%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	87%	98%
• 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)	79%	73%	66%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	84%	91%
• students are encouraged to do their best at their school (S2072)	98%	90%	98%
• students are treated fairly at their school (S2073)	98%	88%	91%
• student behaviour is well managed at their school (S2074)	100%	56%	75%
• staff are well supported at their school (S2075)	93%	63%	77%
• their school takes staff opinions seriously (S2076)	90%	71%	74%
• their school looks for ways to improve (S2077)	100%	88%	93%
• their school is well maintained (S2078)	93%	60%	84%
• their school gives them opportunities to do interesting things (S2079)	95%	85%	86%

* 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

• Active P&C involvement in all elements of school life.
• We were the only school to contribute Haiku poems to the 10th Anniversary of the Apology to the Stolen Generation local community event at the Butter Factory
• 100% of our families enrolled in Prep for 2019 participated in our transition program
• Our colour run raised over 10 000 dollars and this is being spent on making our community room more multi-purpose
• The Community Dance community night.
• Arts Show
• We have formed a partnership with YourTown, an external service provider. This year they ran a program to support some of our Year 1 students to better understand their feelings and next year they will be running more Tier 2 Wellbeing programs.
• ATSICHS conducted their Health Checks for our Aboriginal and Torres Strait Islander students out of our Community Room and will continue to do so in the future.
• Our Community Engagement Officer, Mrs Moor, DP Mrs Colvin and Prep Year Level Leader Miss Waller have worked hard this year to initiate communication with our local Kindergarten Centres so that we can better service the whole community. There are plans to further develop these relationships in 2019.
• Regular network Inclusive Education Program parent workshops.
• Under 8's Day
• Volunteers morning tea
• Sports days and interschool sport
• Assemblies
• Parent helpers in classrooms and during excursions where needed
• Parent curriculum workshops

Formal parent interviews occur during Terms 1 and 3, and written report cards sent home at the end of Terms 2 and 4. This year teachers used Departmental email accounts to correspond with parents opposed to the various third party systems that had been in operation. This is more professional and streamlines communication between school and home. Parents are welcome to meet with class teachers, Community Engagement Officer or Leadership through appointments as the school values parent engagement.

Respectful relationships education programs

The Leader in Me way of life teaches the whole school community habits they can adopt to promote respectful, healthy relationships across all contexts of their lives. More work needs to be done in educating families on how to incorporate these habits at home. The school also recognises the need to provide further education to our community around online safety.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	34	16	28
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Springwood Road Stater School is conscious of the role it plays in positively impacting the environment. The school has introduced a vegetable \garden with a self-sufficient composting system which cuts down on the rubbish collection. The school has a paper recycling program that is monitored by the students. The students also partake in Eco club to analyse ways in which we can implement environmental sustainable practices.

During 2017 and 2018 the P&C have paid for the installation of air conditioning units in all teaching spaces. During 2018 we introduced a responsible use of air conditioning policy so that these weren't overused. This includes ensuring that lights, fans and air conditioners are turned off when not in use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	130,621	149,611	139,647
Water (kL)	1,340	1,283	2,214

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	28	<5
Full-time equivalents	38	17	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Masters	5
Graduate Diploma etc.*	1
Bachelor degree	36
Diploma	5

*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 2018 were $103 426.

The major professional development initiatives are as follows:

- Whole day year level curriculum corporate planning days including the Inclusive Education team.
- Lighthouse team training for The Leader in Me
- 5 week data cycle discussions between class teacher and leadership
- Development of APR
- Writing coaching
- Differentiation
- National
- Systematic requirements – WPH&S, Child Protection, Code of Conduct

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	90%	91%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

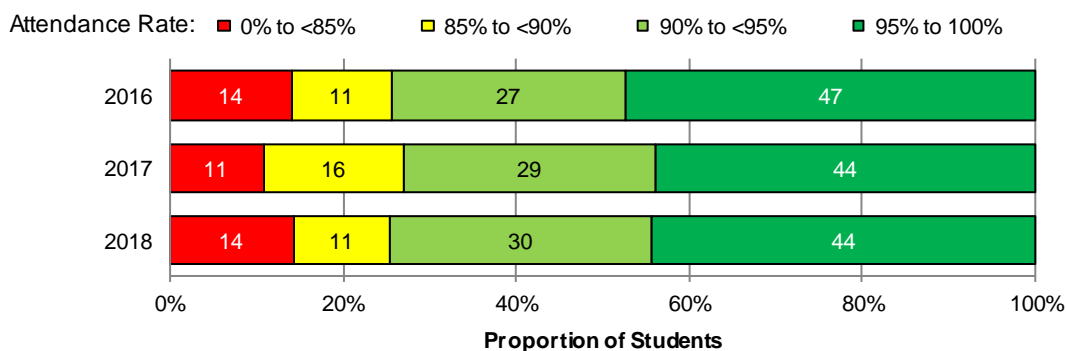Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	91%	93%
Year 1	92%	93%	92%
Year 2	92%	93%	92%
Year 3	94%	93%	92%
Year 4	93%	92%	91%
Year 5	92%	94%	92%
Year 6	93%	93%	92%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	11	27	47
2017	11	16	29	44
2018	14	11	30	44

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

The school uses an SMS system for same day absences which have not been explained by the family. After 3 consecutive days of unexplained absence the school makes contact with the family. Attendance is monitored by leadership with fortnightly reports sent to class teachers identifying students whose attendance is either unexplained or of a concern and the actions being taken to support the family.

If attendance continues to be of a concern the family are invited in for a meeting so the school can better understand the issues preventing the student(s) from attending. Outside agencies such as YFS, IFS, YourTown are often accessed as a result of such meetings.

Our adopt-a-cop also supports the school with wellbeing checks when family contact is limited.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.