

# Performance of our students



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## Principal's foreword

### Introduction

This report provides important information on the achievement of the school's priorities and successes as outlined in the 2013 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 2013

#### Implement the Australian Curriculum.

- All year levels are implementing the Australian Curriculum in the Learning Areas of English, Mathematics, Science and History. Geography will be introduced in 2014.

#### Improve Comprehension Skills for All Students

- School has set standards and achievement targets for all students in reading.
- Data from standardized testing is used to track and monitor students; inform teaching content and strategies and inform extension and support programs across the year levels.
- Teacher practice has been supported with professional development sessions on the Explicit Teaching of Reading and the implementation of a school reading program.

#### Mathematic: Focus on Proficiency Strands of Fluency and Problem Solving

- School has set standards and achievement targets for all student in reading.
- A school wide Mental Computation program has been introduced.
- Problem Solving strategies are explicitly taught in all year levels
- Further actions to continue into 2014.

#### Writing: Improve the clarity and coherence of student composed texts to inform, entertain and persuade audiences.

- School worked with other cluster primary schools to develop a writing overview to be implemented in 2014.
- Moderation of student work occurs across year levels and with other cluster primary school.
- Feedback from moderation sessions is used to inform teaching practices and strategies.

#### Develop a School Wide Pedagogical Framework

- A leadership team worked with an expert coach to explore personal and school wide pedagogy.
- Four Pedagogical Principles were collaboratively developed with school staff.
- Implementation of Pedagogical Framework in 2014.

## Future Outlook

### In 2014 Springwood Road will focus on:

- Providing a rigorous, relevant and consistent curriculum through the introduction of the Australian Curriculum in the areas of English, Mathematics, Science and History; the Essential Learnings in SOSE, Health and Physical Education, LOTE, The Arts and Technology and the School Curriculum Framework.
- Provide a supportive, safe and challenging environment, where all children can attain personal, school and systemic goals.
- Provide high quality teaching.
- Work towards a smooth transition of year 7 into high school in 2015.

### Improvement Agenda 2014

- Improve comprehension skills for all students.
- Mathematics: focus on the proficiency strands of Fluency and Problem Solving.
- Writing: Improve the clarity and coherence of student composed texts to inform, entertain and persuade audiences.

## School Profile

- Coeducational or single sex: Coeducational
- Year levels offered in 2013: Prep Year - Year 7
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	566	292	274	95%
2012	588	291	297	96%
2013	609	299	310	96%

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

### Characteristics of the student body:

The student population at Springwood Road State School has a rich multicultural blend including, white Anglo-Saxon, Pacifica, Asian, European and African families. There are a growing number of students from non-English speaking backgrounds who speak English as a second language.

The school has just under 50% of our student population from the catchment areas of Rochedale, Rochedale South and Springwood. Other significant feeder suburbs include Underwood, Kuraby, Chatswood Hills, Slacks Creek, Eight Mile Plains and Woodridge.

Many families choose to pass other schools to attend Springwood Road State School. 4% of our student population identify as Aboriginal or Torres Strait Islander heritage. Our school includes a number of students with disabilities including Intellectual Disability, Physical Disability, Speech Language Disability, Hearing Disability and Autism, who are catered for within our Special Education Program. Students with learning difficulties receive assistance within our Learning Support Program.

# Performance of our students

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	23
Year 4 – Year 7 Primary	26	24	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	19	27	15
Long Suspensions - 6 to 20 days	2	0	4
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

- The school Curriculum Framework articulates the implementation of our school vision and the opportunities offered to students at Springwood Road State School.
- School Assessment, Targets and Monitoring Framework maps how student performance is measured and shared with students, parents and the school community. This framework provides the necessary data to assist teachers to help students achieve learning goals and informs school intervention and enhancement programs.
- In 2013 Springwood Road offered extra support and enhancement in mathematics with the embedding of a support teacher in mathematics two days per week.
- Social Skills and anti-bullying programs offered across the school include:
  - Fun Friends, Brave Hearts and High Five Program (Prep – Year 3)
  - Conflict Resolution, High Five Program (Year 4)
  - Healthy Relationships, High Five Program (Year 5)
  - Conflict Resolution, Peer Mediation (Year 6)
  - Leadership, Peer Mediation (Year 7)

## Performance of our students

- Physical Activity focus includes daily fitness activities; Interschool sport – year 5-7; Swimming Program Prep – Year 7.
- Japanese is studied in Year 6 & 7 with some cultural studies in year 5. Japanese is integrated across our whole school with a Japanese word of the fortnight, cultural days, Visiting Japanese students and teacher tours to Japan.
- Strong participation in The Arts is encouraged with students having the opportunity to join the school Strings Program in year 3, Instrumental Music program in years 5 -7; Key Board lessons from year 1; School Choir from year 3 and after school Dance Program from Prep. The Arts is celebrated in our school with Variety Night in term 3; biannual participation in the Wakakirri song and dance competition; Beenleigh Eisteddfod; shopping centre visits; Carols Night and performances within our local community including Senior's Morning Tea and Christmas visits to local retirement villages.
- Alliance with Springwood High included a year 5 mentoring program, Storm Cup Challenge, Science Visits, Under 8's Day and Instrumental students in Springwood High Band.

### Extra curricula activities

Springwood Road State School offered a diverse range of extra curricula activities in 2013.

These included:

- School camping program – Year 4 sleepover at school; Year 5/6 three day camp at Currimundi Beach and Year 7 students participated in a 6 day tour of Canberra.
- Leadership – Students had a variety of opportunities to develop leadership skills including – School Captains; Sports Captains; Peer Mediators; Library Monitors; Student Council: National Young Leaders Day and school representative activities.
- Active After School Program – Badminton, Basket Ball, Martial Arts and Hockey
- Variety Night; Talent Quest; Music Night; Eisteddfods
- Under 8's Day
- Walk-a-thon
- School Disco
- Science Club
- All School's Touch Tournament
- Celebrations of Learning
- Class excursions
- Springy Reading Club

### **How Information and Communication Technologies are used to assist learning**

In 2013, Springwood Road State School continued to invest in Information Communication infrastructure. Smart boards were included in four more classrooms; iPads purchased for use in the lower and middle years; two pods of Laptops purchased to expand classroom connectivity.

With the move to the Australian Curriculum and the Curriculum to the Classroom units much of our school planning and data collection was accessed and recorded online. Multi-media resources were accessed in 100% of our classrooms with teachers using materials from the Australian Curriculum, Curriculum to the Classroom resources and Distance Education resources.

Students accessed the digital programs, Mathletics and Reading Eggs to enhance their literacy and numeracy skills.

Year levels adopted virtual classrooms enabling parents and students greater access to learning material.

Teacher professional learning is enhanced with our Teacher Librarian working with all year levels and supporting teachers with the development of digital pedagogies.

Our school newsletter is now entirely digital.

### **Social climate**

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. Throughout 2013, we continued to embed these values into everyday school life using in-class instruction, posters, and reminders on weekly parades, rewards and school newsletter articles.

School rules remain a focus across classrooms and the school.

- 1. We are Safe**
- 2. We are Learners**
- 3. We are cooperative**
- 4. We are Respectful**
- 5. We are Responsible.**

These statements are supported by explicit teaching of what they look like, sound like and feel like in our school.

In 2013 an explicit Social Skill Program was introduced across the school. Each week a new skill 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.

We have a strong focus on anti-bullying behaviours. There is no tolerance for these sorts of behaviours and strong consequences are applied. 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 welfare. A variety of activities including Discos, Free Dress Days and team activities are promoted through the year.

## Performance of our students

Programs focus on the development of student leadership, self-management and values.

16 mentors work with identified students each week in the Kid's Hope program.

The school Chaplain is pivotal in providing support to students and families. In 2013 Chappy Mel facilitated two Chic Chat program, liaised with local high schools to assist student's transition from year 7 to year 8, hosted a lunch time club and worked with classes and individual students.

### Parent, student and staff satisfaction with the school

Satisfaction levels of our parents, students and teachers with the school remains positive across all areas.

#### Performance measure (Nationally agreed items shown\*)

Performance measure (Nationally agreed items shown*)	2012	2013
Percentage of parents/caregivers who agree that:		
their child is getting a good education at school (S2016)	96%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	100%
their child is making good progress at this school* (S2004)	93%	96%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%
teachers at this school motivate their child to learn* (S2007)	92%	96%
teachers at this school treat students fairly* (S2008)	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	93%	96%
this school takes parents' opinions seriously* (S2011)	100%	91%
student behaviour is well managed at this school* (S2012)	96%	95%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	93%	96%

## Performance of our students

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	87%	96%
they like being at their school* (S2036)	86%	96%
they feel safe at their school* (S2037)	94%	96%
their teachers motivate them to learn* (S2038)	96%	98%
their teachers expect them to do their best* (S2039)	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	93%
teachers treat students fairly at their school* (S2041)	82%	88%
they can talk to their teachers about their concerns* (S2042)	75%	81%
their school takes students' opinions seriously* (S2043)	77%	95%
student behaviour is well managed at their school* (S2044)	82%	91%
their school looks for ways to improve* (S2045)	92%	98%
their school is well maintained* (S2046)	90%	97%
their school gives them opportunities to do interesting things* (S2047)	85%	97%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	97%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	90%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	90%
their school gives them opportunities to do interesting things (S2079)	93%

- Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
- Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Performance of our students

## Involving parents in their child's education

Celebration of Learning is a major focus in our school. During 2013, 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 and writing.
- Pre- Prep play days held each term.
- 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.
- Before school Reading Club.
- Cyber safety sessions.
- Parenting programs facilitated by the Guidance Officer.

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. Fundraising events by the P&C have contributed to the building of a new 2/3 playground and Astroturf, Interactive Whiteboards in classrooms, iPad pods, new musical instruments,

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.

## 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	155,620	1,545
2011-2012	100,181	3,099
2012-2013	144,537	1,420

## Performance of our students

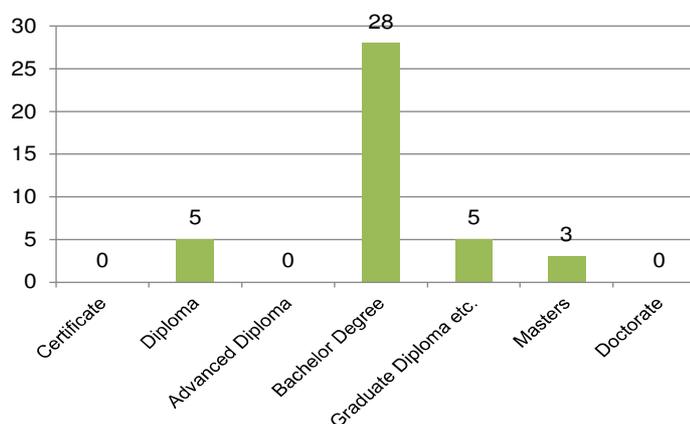
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

### Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	44	23	0
Full-time equivalents	34	14	0

### Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.	5
Masters	3
Doctorate	0
<b>Total</b>	<b>41</b>



- Teaching Staff includes School Leaders
- Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$45 116. The major professional development initiatives are as follows:

- Australian Curriculum – History and Geography
- Curriculum to the Classroom Units of Work.
- School Pedagogical Framework
- Differentiation
- First Aid
- Behaviour Management
- Moderation of Student Work.
- The teaching of reading and writing. (Literacy Coach)
- Mandated training including: Code of Conduct, Student Protection, Asbestos Training

## Performance of our students

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
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, 97% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

School income 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

# Performance of our students

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

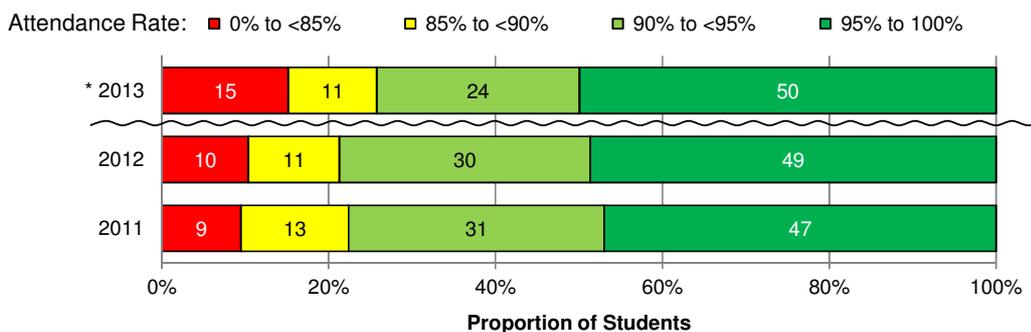
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	94%	93%	93%	93%	93%	94%					
2012	93%	94%	94%	95%	93%	93%	92%					
2013	92%	94%	93%	93%	93%	93%	90%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



- The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

## School Management of Student Absence

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 Class Teacher, 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.

## 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.

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/>.

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

## Achievement – Closing the Gap

While only 4% of our student population identifies as having Aboriginal and Torres Strait Islander heritage, we have a number of support services to ensure that we close the gap for our Indigenous Australian students in attendance, attainment and retention. We treat each child as an individual and this is reflected in the results we achieve.

A variety of strategies are used to differentiate instruction for all students at the school. Aboriginal and Torres Strait Islander students whose educational levels indicate they require more support with their learning are allocated Teacher Aide time or attend small group sessions with our Support Teacher Literacy and Numeracy.

Our school Assessment, Targets and Monitoring Framework identifies students in need of support and areas for teachers to focus on within our classrooms.

Our process for tracking and monitoring absence at school ensures students are regularly attending school.

Aboriginal and Torres Strait Islander perspectives are included in our units of study and the school has an EATSIPS (Embedding Aboriginal and Torres Strait Islander Perspectives) Committee.