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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Department's Right to Information site.
Contact Person	Lesley Vogan Principal Springwood Road State School

Principal's foreword

Introduction

This report provides important information on the achievement of the school's priorities and successes as outlined in the 2011 Operational Plan. The report informs parents and members of the school community of school strengths and identifies areas for future development.

Our motto –'Sharing and Working Together" and school vision of "Developing the Potential of all Children" – embody our drive to work with all sectors of the school and wider community to meet our goals and targets for improving student outcomes.

Our Mission Statement – "Springwood Road State School promotes quality, caring education addressing the unique needs and individual abilities of all pupils, in a supportive environment which engenders self-esteem and mutual respect' – emphasises our commitment to providing quality teaching and learning experiences in a safe, supportive and creative environment.

School progress towards its goals in 2011

The school's Key Priority Areas for 2011 included:

- Actioning Teaching and Learning Audit recommendations with explicit school strategies focussed on improvement.

- These included introducing a Curriculum Cycle that included classroom observation and feedback by administration staff; Introduction of Best Practice Agreements in English and Mathematics; New professional learning program for teachers including the establishment of Learning Partners.

- Implementing the school English, Mathematics and Science Programs.

- These programs were designed and implemented in semester 1 and 2, 2011. In semester 2 the school moved towards the implementation of the Australian Curriculum with release time for teachers to familiarise themselves with the new curriculum, professional development sessions on accessing the new curriculum and planning time to develop a school approach for the implementation of the new Australian Curriculum.

- A comprehensive strategy to improve reading comprehension levels for all students.

- This included; Review of school Achievement Targets and Assessment Framework; Support for teachers in collecting and analysing data, Developing 'Best Practices" in literacy; Professional development for teachers on comprehension; Focused discussion on student achievement in comprehension.

- Building a Culture that supports learning.

- This included; The continued embedding of school values in whole school curriculum; focus on goal setting with students, exploring differentiation in all classrooms; celebration of learning and achievement on all levels in all areas of the school.

- Embedding Information Communication in the learning process.

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- This included: Providing appropriate resources to allow students access of digital resources; professional development around using information communication in all KLA's

Future outlook

In 2012 Springwood Road State School will focus on:

- Teaching and Learning Audit recommendations actioned with explicit school strategies focused on improvement.

- Implementation of National Curriculum.

- A comprehensive school improvement strategy that focuses on improved outcomes in comprehension for all students, a focus on the literacy of mathematics and the development of higher order thinking skills in mathematics.

- Closing the Gap on indigenous and non-indigenous student performance.

- 5.Implementation of Developing Performance Plans for administrators and Professional Learning Plans for teaching staff.

- Consolidation of Oneschool as the operational environment for school data, plans and financial operations.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
566	292	274	95%

Characteristics of the student body:

The majority of Springwood Road State School students come from white Anglo-Saxon families however; our student population does have students from a variety of ethnic and non-English speaking backgrounds, making a rich tapestry from over 25 nationalities.   Just over 50% of our student populations come from the catchment areas of Rochedale, Rochedale South and Springwood. Other significant feeder suburbs include Underwood, Slacks Creek and Woodridge.   Many families choose to pass other schools to attend Springwood Road State School. 4.5% of our student population identify as Aboriginal or Torres Strait Islander heritage.

Our school includes a small number of students with disabilities including II, ASD, Physical Impairment, Hearing Impairment and Speech Language Impairment who are catered for within our Special Education Program as well as some students with learning difficulties who receive assistance within our Learning Support Program.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.8
Year 4 – Year 10	26.1
Year 11 – Year 12	
All Classes	24.8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	19
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

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Curriculum offerings

Our distinctive curriculum

- 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 2011 Springwood Road offered extra support and enhancement in mathematics with the implementation of a support teacher in mathematics one day per week, extending to two days in 2012.

- Social Skills and anti-bullying programs offered across the school include:
  - Fun Friends, Brave Hearts and High 5 (Prep – Year 3)
  - Conflict Resolution, High Five (year 4)
  - Healthy Relationships, High Five (Year 5)
  - Conflict Resolution, Peer Mediation (Year 6)
  - Leadership, Peer Mediation (Year 7)

- Physical Activity focus includes daily fitness activities; Interschool Sport – year 5 -7; Cluster sports day year 4 -5; swimming program Prep -7.

- Japanese is studied in year 6 and 7 and is also integrated across our whole school with a Japanese word per fortnight, cultural days, Japanese visiting schools 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 year 5 -7; key board lessons from year 1; school choir from year 2 and after school dance program from Prep. The Arts is celebrated by our school with Variety Night in term 3, biannual participation in Wakakirri song and dance competition; Beenleigh Eisteddfod; Carols Night and performances within our local community.

- Alliance with Springwood High included Buddy Reading Program, Storm Cup Challenge, Science Visits and Instrumental Music students in Springwood High Band.

Extra curricula activities

Springwood Road State School offered a diverse range of extra curricula activities in 2011. These included:

- School camping program - Year 4 /5 students attended a 3 day camp at Mapleton; Year 6 students attended a 3 day camp at Currimundi Beach and Year 7 students participated in a 6 day tour to Canberra.

- Leadership - Students had a variety of opportunities to develop leadership skills including; School Captains; Sport Captains; Peer Mediators; Library Monitors; Student Council: National Young Leaders Day and school representative activities.

- Active After School Program - Dance, AFL, soccer, Rugby League and Tai Kwando.

- Book Week and Book Parade

- Variety Night; Talent Quest; Eisteddfods; Music Night

- Under 8's day

- Walk-a-Thon

- School Fete

- School Discos

- Science Club, Chess Club

- All School's Touch Tournament

- Celebrations of Learning

- Class excursions

- *Springy Before School Reading Club

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How Information and Communication Technologies are used to assist learning

In 2011 Springwood Road included two computer labs to the newly refurbished library. The Teacher Librarian role changed to a support role, assisting teachers in developing digital pedagogies and working alongside teachers to promote student learning. All classes have time in the labs. Teachers explored the use of digital projectors in classrooms, providing multi-media resources for students.

The Mathletics and Reading Eggs digital programs are used across the school to enhance literacy and numeracy skills.

"I Investigations" are integral to our assessment framework. Several year levels experimented with virtual classrooms, enabling parents and students greater access to learning materials.

Our school newsletter went digital in 2011 with plans to phase out the paper copy in 2012.

Social climate

A comprehensive school Responsible Behaviour Plan is in place with a strong focus on the school Values Program of Respect, Cooperation, Responsibility, Honesty, Tolerance, Kindness and Perseverance. Throughout 2011, we continued to embed these values into everyday school life using in-class instruction, posters, reminders on weekly parades, rewards and school newsletters articles.

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 5 strategies across the school as well as Bravehearts presentation to Prep to year 3 students. There are a number of social skills program across each year level.

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

In 2011, celebrations of learning and student satisfaction levels were major school foci. Personal goal setting, student involvement in decision making and targeted feedback have seen student satisfaction levels rise by 9% and parent satisfaction levels by 10%.

Parent, student and teacher satisfaction with the school

The following table represents some of the satisfaction measures taken from the School Opinion Survey. We engage with our community to ensure that we are all working together for the benefit of our students.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	86%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	68%
Percentage of staff members satisfied with morale in the school	83%

DW – Data withheld

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Involving parents in their child's education

Celebration of learning is a major focus in our school. During 2011, partnerships between home and school were encouraged through:

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

- Meet the Teacher Night

- Weekly Parent Newsletter sent home and available on school website.

- Community Advertising, Stories in local papers.

- Open Days and Pre-Prep play days.

- Variety Night

- Celebration of Learning including Under 8's Day, Classroom Presentations and Musical Performances.

- Before school reading club.

- Cyber safety sessions.

- Parenting Courses.

- School Fete

- Principal for the Day

- Shopping Centre Performances.

Springwood Road has a small but very active Parents and Citizens association. The P&C is responsible for the school tuckshop, uniform shop and Other Hours School Care. Each year parents are invited to a school forum that engages them in the future capacity building of the school. In 2011 the P&C held a very successful school fete. Fundraising activities by the P&C have contributed to the fitting out of the school hall, information communication hardware in classrooms, sporting equipment and jerseys, musical instruments, new playgrounds and shade structures.

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. Support-a-reader courses are held each year to help parents work with children at home.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 and water pressure fittings have been installed to conserve water usage in the school. Our natural environment is enhanced each year with the planting of native vegetation. In 2011 Springwood Road commenced work on our Sustainable Environment Management Plan with a view for completion in 2012.
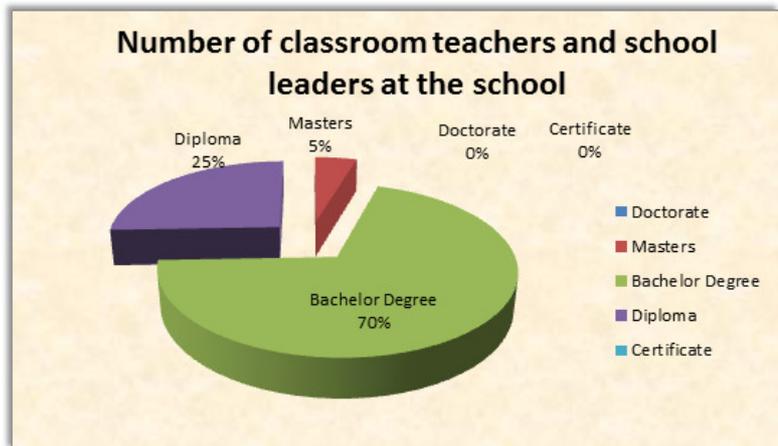
Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	155,620	1,545
2010	86,320	1,091
% change 10 - 11	80%	42%

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Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	43	16	0
Full-time equivalents	32	12	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor Degree	30
Diploma	11
Certificate	0

Number of classroom teachers and school leaders at the school

Diploma 25%
Masters 5%
Doctorate 0%
Certificate 0%
Bachelor Degree 70%

- Doctorate
- Masters
- Bachelor Degree
- Diploma
- Certificate

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Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $23,517.00. Professional learning included working with Learning Partners, working with literacy coach, whole school professional learning sessions, off campus learning sessions, moderation of student work, on line learning modules.

The major professional development initiatives are as follows:

- Australian Curriculum
- Literacy – Comprehension
- Assessment strategies
- Differentiating for students.
- Preparing for Curriculum to Classroom work units.
- Mathematics – Higher Order Thinking in mathematics.
- Spelling.
- Productive Pedagogies.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 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

[   ] **GO**

Search by suburb, town or postcode

[   ]

Sector ☐ Government
☐ Non-government

SEARCH

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

Key student outcomes

Student attendance - 2011

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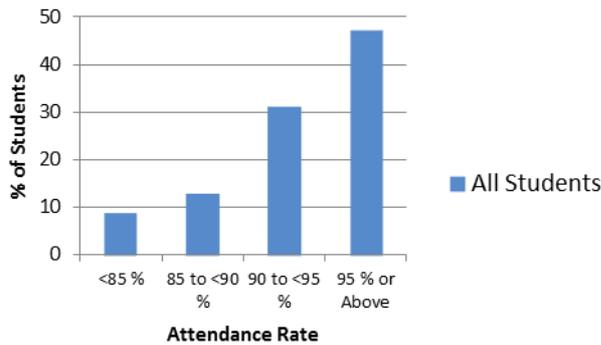
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	94%	93%	93%	93%	93%	94%					

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 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 marked twice daily in the morning and afternoon and entered into the school system at the end of the week. Parents are required to phone the school absence line, send a note or email 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 by the administration team. Where there is a pattern of multiple unexplained absences, the parent is contacted by the Class Teacher, Deputy Principal or Principal by phone call. Identified repeat non-attendees 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.

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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

Search by school name

[   ] GO

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Sector ☐ Government
☐ Non-government

SEARCH

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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 we only have a very small percentage of Aboriginal and Torres Strait Islander students in our school, 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 schools ensures students are regularly attending school.

Aboriginal and Torres Strait Islander perspectives are included in our units of study and the school established an EATSIPS (Embedding Aboriginal and Torres Strait Islander Perspectives) Committee in our school in 2011.

	Prep	Yr 01	Yr 02	Yr 03	Yr 04	Yr 05	Yr 06	Yr 07	Total
Indigenous status	5	5	3	2	1	2	3	2	23
Non-Indigenous	74	69	75	55	34	67	91	79	544
Unknown									
Total	79	74	78	57	35	69	94	81	567

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