

Springwood Road State School

Queensland State School Reporting

2014 School Annual Report



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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 2014 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 2014

Implement the Australian Curriculum.

- All year levels are implementing the Australian Curriculum in the Learning Areas of English, Mathematics, Science Geography and History.
- Create a Lead Teacher Curriculum Position to support implementation of Australian Curriculum through.
- Implementation of Curriculum Framework and Pedagogical Framework.

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 as well as through analyses of the Australian Standards for Teachers to develop personal professional learning.

Mathematic: Focus on Proficiency Strands of Fluency and Problem Solving

- School has set standards and achievement targets for all students.
- Explicitly teach school wide Mental Computation strategies.
- Problem Solving strategies are explicitly taught in all year levels
- Use school achievement targets and assessment framework data to track and monitor student progress.
- School worked with other cluster schools to develop a Numeracy Strategy.
- Meetings occur across year levels and with other cluster primary schools to discuss implementation of Problem Solving strategies and pedagogy. These sessions inform teaching practices and strategies.

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

- Implemented cluster writing overview.
- Master Teacher created Narrative scope and Sequence, provided professional development on writing and is organizing a cluster Professional Development with writing experts from NZ.
- Implementation of school bookwork policy
- Moderation of student work occurs with other teachers against Australian Curriculum Achievement Standards.
- School participates in writing competitions and student workshops. Parent workshops are provided.

Valuing and Celebrating Learning: Provide a safe, supportive and challenging learning environment

- Teachers provide explicit feedback to students, set learning goals and provide explicit feedback to parents.
- Train Staff, Parents and students in Bridge Builders program. Full implementation in 2015.
- Build celebration of learning into everyday routines

Future outlook

In 2015 Springwood Road will focus on:

- Providing a rigorous, relevant and consistent curriculum though the Australian Curriculum in the areas of English, Mathematics, Geography, Science and History; the Essential Learnings in, 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.

Improvement Agenda 2015

- 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	588	291	297	96%
2013	609	299	310	96%
2014	637	309	328	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 is a growing number of students from non-English speaking backgrounds who speak English as a second language. The school has 35% 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. 5% 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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	24	24	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	27	15	27
Long Suspensions - 6 to 20 days	0	4	0
Exclusions [#]	0	1	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

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 2014 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 2)
 - Conflict Resolution, High Five Program (Year 3)
 - Healthy Relationships, High Five Program (Year 4)
 - Conflict Resolution, Peer Mediation (Year 5)
 - Leadership, Peer Mediation (Year 6 & 7)
- 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 4, Instrumental Music program in years 3 -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; 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. We participating in an in-school workshop with students from the Queensland Conservatory of Music and attended a performance by the Queensland Orchestra –The Composer is Dead at South Bank. A group of students from our Creative Dance Industries group representing the school at the Beenleigh Eisteddfod.
- 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 2014. These included:

- School camping program – Year 4 camp at SeaWorld; Year 5 three day camp at Currimundi Beach and Year 6 & 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; LOTE Captains; Sound & Lighting Crew; Student Council: National Young Leaders Day and school representative activities.
- Active After School Program – Tennis, Soccer, Hockey, Martial Arts, Basketball, Rugby League and Cheer Leading.
- 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 2014, Springwood Road State School continued to invest in Information Communication infrastructure. 31 iPads were purchased to ensure all teachers had access to an iPad, this included additional iPads for classroom use. Six tablets and eleven Laptops were purchased to expand classroom connectivity. Four Interactive Whiteboards and Projectors were replaced. A MacBook Pro was purchased to volumise applications for iPads.

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 2014, 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.

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.

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. 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 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 2014 Chappy Mel facilitated two Chic Chat program, liaised with local high schools to assist student's transition from year 6 to year 7 & 8, hosted a lunch time club and worked with classes and individual students. We coordinated with a local school for our Chaplains to swap schools allowing us to also access the "Men of Honour" program assisting boys in their transition to high school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	100%	91%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	100%	100%	97%
their child feels safe at this school* (S2002)	100%	100%	92%
their child's learning needs are being met at this school* (S2003)	96%	100%	85%
their child is making good progress at this school* (S2004)	93%	96%	88%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	92%
teachers at this school motivate their child to learn* (S2007)	92%	96%	92%
teachers at this school treat students fairly* (S2008)	96%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	97%
this school works with them to support their child's learning* (S2010)	93%	96%	91%
this school takes parents' opinions seriously* (S2011)	100%	91%	90%
student behaviour is well managed at this school* (S2012)	96%	95%	89%
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	93%	96%	83%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	87%	96%	95%
they like being at their school* (S2036)	86%	96%	97%
they feel safe at their school* (S2037)	94%	96%	96%
their teachers motivate them to learn* (S2038)	96%	98%	97%
their teachers expect them to do their best* (S2039)	97%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	88%	93%	96%
teachers treat students fairly at their school* (S2041)	82%	88%	88%
they can talk to their teachers about their concerns* (S2042)	75%	81%	91%
their school takes students' opinions seriously* (S2043)	77%	95%	90%
student behaviour is well managed at their school* (S2044)	82%	91%	88%
their school looks for ways to improve* (S2045)	92%	98%	97%
their school is well maintained* (S2046)	90%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	85%	97%	95%

Performance measure

Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		97%	95%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		90%	100%
staff are well supported at their school (S2075)		100%	95%
their school takes staff opinions seriously (S2076)		100%	97%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		90%	87%
their school gives them opportunities to do interesting things (S2079)		93%	97%

- Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
- 'Agree' represents the 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.

Involving parents in their child's education

Celebration of Learning is a major focus in our school. During 2014, 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. Funding was provided by the P&C for:

- \$20 000.00 contribution to school for purchase of resources
- Supply and installation of Yvette Jeske memorial seat and plaque near Prep Area
- Chaplaincy Support \$1200.00
- Supply and installation of new storage shed adjacent to OSHC building
- Supply and installation of 4 x laptop computer for use for children in OSHC
- Landscaping project at front and back of hall areas - \$49 000.00

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	100,181	3,099
2012-2013	144,537	1,420
2013-2014	147,705	2,864

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.

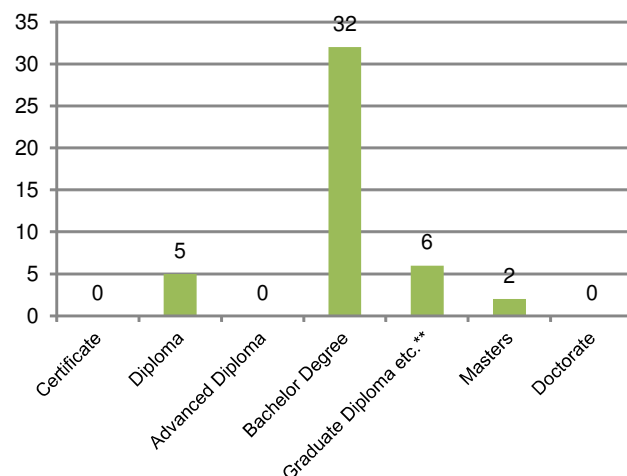
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	27	<5
Full-time equivalents	36	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
Total	45



*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 2014 were \$46 420. The major professional development initiatives are as follows:

- Fun Friends
- Reciprocal Teaching
- Anaphylaxis Training
- Know your Learner
- Pedagogical Framework
- One School training
- Hattie Educational Research
- I Pad
- First Aid
- Behaviour Management
- Moderation of Student Work.
- Mandated training including: Code of Conduct, Student Protection, Asbestos Training

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
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, 98% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

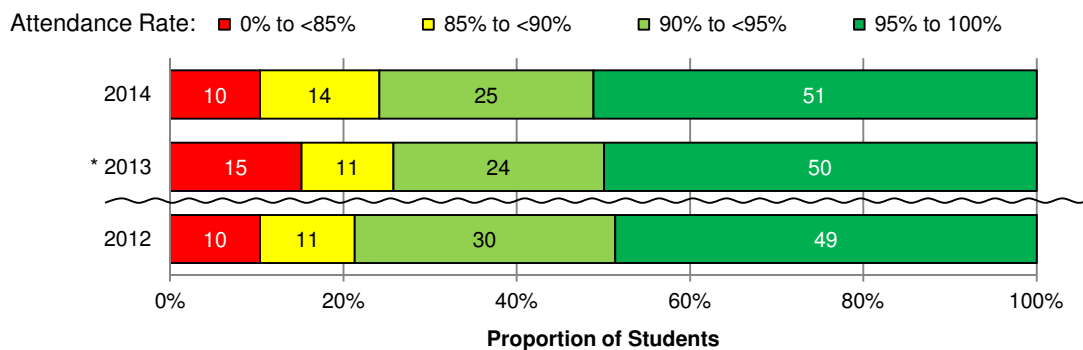
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	94%	94%	95%	93%	93%	92%					
2013	92%	94%	93%	93%	93%	93%	90%					
2014	93%	94%	94%	94%	94%	93%	94%					

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 after 2012 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 DETE 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.

In 2014 we included every child with 95% or better attendance with less than 5 late arrivals into a draw for a Junior and a Senior iPad.

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/>.

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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- 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 only 5% 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.