Springwood State High School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Queensland Government

Contact Information

Postal address:	PO Box 77 Springwood 4127
Phone:	(07) 3380 6111
Fax:	(07) 3380 6100
Email:	principal@springwoshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Julie-Ann McCullough

School Overview

Springwood State High School commenced as an Independent Public School (IPS) in 2016. As an IPS we have established a School Council, linking the school, local and business communities to support student learning and success through innovation. Springwood High is a coeducational school offering an extensive range of academic, sporting, arts and vocational pathways to students from Years 7 through 12. The school is fortunate to be set in expansive grounds shared with protected native habitat with ample classroom space.

Staff believe in fostering a strong sense of community amongst our students, other staff members and parents. Curriculum at Springwood High is delivered using innovative lessons, integrating technology and non-technology based strategies to support an engaging learning environment. This year our positive behaviour and teaching and learning frameworks have a focus on classroom routines, identifying learning goals, proficiency scales to support student achievement and celebrating success. The school vision, 'The Highest Expectations' focusses around students setting goals for learning, targeting continuous improvement and is underpinned by a teaching and learning framework supporting individual learning needs and the development of skills that are highly valued as students move through secondary school and transition to further study, training or the workplace. Our three values are respect, industy and cooperation.

Year 12 outcomes are excellent with students achieving workplace certificate qualifications, receiving offers of traineeships and university placements.The school has highly regarded training and industry links as well as focused university pathways programs, successfully preparing students for their future. In 2017, 100% of our tertiary applicants received an offer, OP1-5 was 11.6% and 100% of students graduated with a QCE or a QCIA.

We offer specialist programs in Junior Secondary academic extension through EXCEL, Extension Performing Arts, Sport, Instrumental Music, Japanese, Indonesian and Certificate III in Fitness and Business. We offer a number of literacy and numeracy programs in Junior Secondary to support all students to acheive their best. Our VET pathways are an outstanding example of community relationships, offering school-based apprenticeships and traineeships, TAFE partnerships and school-based training. Springwood State High School also offers early entry programs to Griffith University and University of Queensland. Our school works closely with the Beacon Foundation to provide wider opportunities for students that are focussed on preparing for life beyond the school gates.

Extra-curricular activities are a focal point of Springwood State High, with activities including interschool sport, Reader's Club, leadership activities across the school, instrumental music ensembles and bands, cheerleading, tutoring, Engineering and Design Club and Kokoda Challenge. Our ongoing commitment to embedding ICTs into classroom practice ensures that technologies are used meaningfully to create information rich environments.

Springwood State High has a proud history of achievement across the full spectrum with past students including ice skater Steven Bradbury and swimmer Jodie Henry. Sporting programs are extensive and support student progress each year to District, State and National level competitions. Student welfare is paramount; embedded programs are supported by our Care Group teachers, Year Level Coordinators, Success Coach, Guidance Officer, School Health Nurse and Chaplain. These programs include our Boxing, Learn to Row, Friday Fitness Club and internal and external programs to support student wellbeing and engagement.

Introduction

School Progress towards its goals in 2017

Improvement priority 1 - Improving student engagement

Actions	Targets
Success Coach to work with identified students to improve attendance, engagement and pathways intervention Success Coach to develop regular communication with families to support students at school Implement Positive Behaviour for Learning including teacher support (Whole school approach with specific focus on new staff and staff identified as needing support via data, staff PD) and development of an Intervention Map Continue with VIVO as a classroom based rewards system in line with the PBL model Attendance officer with a focus on students with an attendance % of 70% - 79%. Administration and Guidance Officer to support students below 69%.	Whole school 90% student attendance – *achieved 87.4% with 89% in Semester One*
Senior Schooling – student attendance monitoring, mentoring program, academic reviews	100% QCE or QCIA target and achieved 90% attendance target with *90.3%* Year 12 attendance achieved 80% OP1 – 15 target with a strong *74%* achieved

Improvement priority 2 – Upper Two Bands data in reading and numeracy

Implement Upper Two Bands reading strategy using text complexity, text directed questioning, reciprocal reading and QAR Identify students who are already or could achieve U2B through NAPLAN, A-E and PAT-R data	U2B - Reading Year 9 target was15% and *20%* was achieved Year 7 target was 18% - and *16.1%* was achieved

Queensland
Government

Implement our school Numeracy Improvement Program using high probability strategies such as focussed Numeracy, ICTs, links with literacy strategies in Problem Solving across the Strands of Numeracy and Mathematics Implement Mathletics and small group work with additional Teacher Aide classroom support including extending students to reach Upper Two Bands.	U2B - Numeracy Year 9 target was15% and *11.9*% achieved
Deeper implementation of ASOT Design Questions 1,2 and 6 with a focus on Learning Goals, proficiency scales establishing classroom routines, helping students effectively interact with new knowledge – fully embedded Observation and Feedback processes supporting ASOT implementation and teaching of reading program Introduce Guaranteed and Viable Curriculum to focus on curriculum priorities	100% teachers using these strategies – ASOT observation and feedback framework - *completed and observed through observation and feedback framework*

Improvement priority 3 – Improving overall reading data

Actions	Targets
Implement Whole School Reading Program focussing around Tactical Teaching of Reading，Marzano's Six-Steps to Effective Vocabulary Instruction and Three Tier Vocabulary for all teachers, supported by high probability strategies including Reciprocal Reading and QAR	Year 7 – 9 English A-C data – 85% A data was 10%
Introduce additional literacy (and numeracy lessons) in Year 7-9, grouping students and developing programs using a range of resources such as SRA in reading	
Implement Professional Learning Teams (Communities) with a focus on reading (and numeracy)– identifying proficiency scales and learning goals Implement a professional development after school schedule supporting Art and Science of Teaching and Reading priorities	Individual student improvement monitored through PLT - *actioned* In-house professional development available -*completed*

Queensland Government

Future Outlook

School Improvement Priorities 2018

Improvement priority 1 - Improving student engagement

Actions	Targets
Success Coach to work with identified students to improve attendance, engagement and pathways intervention	Whole school 90% student attendance Parent feedback
Success Coach to develop regular communication with families to support students at school	Individual student attendance improvement
Revise implementation of Positive Behaviour for Learning including staff essential skills and the introduction of profiling	Reduced referrals through OneSchool
Continue with VIVO as a classroom based rewards system in line with the PBL model	
Consult with staff and community regarding our PBL strategies and develop a student behaviour monitoring process	
Year co-ordinators to work with students in the 80% - 89% range	Whole school 90% student attendance
Attendance officer focusing on students with an attendance % of 70% - 79%. Administration and Guidance Officer to support students below 69%	Less than 20% of students with attendance less than 85%
Senior Schooling – student attendance monitoring, mentoring program, academic reviews	100% QCE or QCIA 90% attendance 80% - OP1 - 15

Improvement priority 2 – Improving Literacy and Numeracy (Upper Two Bands)

Actions	Targets
Review and continue to implement Upper Two Bands reading strategy using text complexity, text directed questioning, reciprocal reading and QAR Identify students who are already or could achieve U2B through NAPLAN, A-E and PAT-R data PAT R test students and gather academic and engagement information for students prior to forming classes for 2018 Continue to implement Whole School Reading Program focussing around Tactical Teaching of Reading, Marzano's Six-Steps to Effective Vocabulary Instruction and Three Tier Vocabulary for all teachers, supported by high probability strategies including Reciprocal Reading and QAR Introduce targeted writing strategies including TTW – refinement of Year 8 pilot project (2017) in Junior Secondary	U2B Year 9 -18% Year 7- 17% NMS Year 9-93% Year 7-95% All Junior Secondary English teachers explicitly teaching writing strategies Year 9-U2B 13% Year 7-NMS -95%
Continue ASOT Design Questions 1,2, 6 and 8 with a focus on Learning Goals, proficiency scales establishing classroom routines and introduce DQ 3 helping students effectively interact with new knowledge Observation and Feedback processes supporting ASOT implementation and teaching of reading program Guaranteed and Viable Curriculum to focus on curriculum priorities, learning goals and ICPs	100% teachers using these strategies – ASOT observation and feedback framework

Improvement priority 3 – Community Engagement

Actions	Targets
Yarning circle – develop a program for students to participate in activities to support Indigenous Perspectives	Student participation

Queensland Government

Develop a marketing strategy to highlight the school's successful learning outcomes and academic opportunities	Increase Year 7 enrolments in 2019
Develop with local primary schools links with their teaching and learning agenda, high school visits and engage in primary school ceremonies	Evidence of work developed between primary schools and Springwood High
Partner Primary schools- Every Student writing- One sentence at a time	
Develop a STEM program to support local primary school agenda and transition of students. Science writers embedding Indigenous perspectives into the Australian Curriculum science units.	Improved student attendance, build student participation and partnerships with external organisations
Build on the partnerships supporting the Rowing, Boxing and Kokoda challenge, Duke of Edinburgh	

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	841	400	441	48	89%
2016	788	390	398	48	87%
2017	717	350	367	43	90%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Springwood State High school offers a co-educational program from Year 7 – 12 across a broad catchment and has a strong affinity with the local area. The school is situated within a wildlife corridor with expansive grounds.
The school caters for students from a diverse range of backgrounds with a focus on meeting the learning needs of individual students. Our Aboriginal and Torres Strait Islander student numbers are growing as are our students in the Special Education Program.

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

AVERAGE CLASS SIZES			
Phase	**2015**	**2016**	**2017**
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	24
Year 11 – Year 12	18	18	17

Curriculum Delivery

Our Approach to Curriculum Delivery
Springwood State High School offers a diverse curriculum with unique program offerings in:

Performing Arts Excellence Programs
Volleyball and Rugby League Excellence Programs
Year 9 sport program tailored to student interest
Certificate I and II Boxing Confidence for Trainers
Certificate III Business
BLAST (Pathways) Program, incorporating pastoral care, careers, Certificate II in Workplace Practices, Certificate II Information, Digital Media and Technologies

Queensland
Government

QCS preparation
Foundation curriculum for students with learning needs
Academic Excellence programs in English, Science, Maths and SOSE
Performing Arts Excellence program in Year 7 and 8
Year 7 to 9 sports extension program tailored to student interest
Certificate III in Fitness with links to leading fitness providers

Co-curricular Activities

Springwood State High School offers students a wide range of extra curricula programs including:
Inter Year Support and Mentoring Program for Year 7, 8, 11 and 12 students
School productions (artist in residence)
Creative Generation
Instrumental Music – String Ensemble, Stage Band, Drum Line, Show Band and Concert Band
Open Stage Opera Queensland Residency
Talent Quests
ART WAVES
Individual and team sport programs including interschool sport, rugby league and volleyball excellence
Leadership through Student Council and Student Representative Council
Cheer squad
Kokoda Challenge
Regional and state participation in Cheer, Volleyball and Touch
Boxing program
Rowing program
After school tutorials in Mathematics, QCE, Humanities, Science.
Duke of Edinburgh
Japan tour for students studying Japanese, Snowies trip, Showband Tour, Heron Island
Japanese visiting student program
Work experience and structured work placement
School-based apprenticeships and traineeships
Student Readers Club (The Book Tree)
True delivered a 6 part program to students supported by SEP

How Information and Communication Technologies are used to Assist Learning
At Springwood State High School we use technology meaningfully in the classroom to create an environment where learning experiences are rich and students develop the knowledge and skills necessary to succeed.
ICTs form an integral part of the school's pedagogical framework. Staff are focused on using a range of digital learning tools to enhance student learning, to drive delivery of the Common Curriculum Elements and equipping students with the skills required to be independent learners, capable of engaging in higher order thinking. OneNote is used extensively throughout the school to assist delivery of lessons and the Learning Place is accessed for curriculum communication with students outside of school hours. A number of faculties access on line programs such as Pat R and Pat M testing, Mathletics and Intoscience. Students also access online surveys and literacy, numeracy and CCE skill testing through the Mighty Minds portal.   School-based apprentices and trainees access online training with their Registered Training Organisations and Year 11 & 12 students enrolled in Brisbane School of Distance Education access online Blackboard software.

Social Climate

Overview
Springwood State High School provides a supportive environment both within and outside the classroom.

Support is facilitated through a range of activities:
Care groups and Care teachers
Junior and Senior parades and a Junior and Senior Secondary Coordinator
Whole school assemblies
Youth Health Nurse
Youth Support Coordinators – providing a range of pastoral programs
Chaplain support programs
Learning Support and Advisory Visiting Teachers
Special Education Program
Guidance Officer
Anti-Bullying Program and Cyber Safety programs
Student Management at Springwood High (SMASH program)
Building Lifelong Aware Successful Teens (BLAST program)
Success Coach supporting student engagement
Community Education Counsellor – specialist programs including Bangarra Kindling
Learning Support Team supporting student wellbeing
We actively support community engagement such as World Vision, Canteen, Shave for a Cure, NAIDOC and Harmony Day Celebrations
Yourtown programs
Youth Support Co-ordinator
Student Support Workers- three post graduate Psychology students studying Grad Dip Ed provided individual student career and support counselling and group programs

The safety and wellbeing of our students at Springwood High is a major priority. Our school is well regarded in the community and across other education settings for our commitment to supporting student wellbeing. We look for innovative solutions depending on the needs of individual students including a range of internal and external behaviour and student engagement programs. Our Student Support Services Committee meets fortnightly to discuss a range of student needs and to identify pastoral care and other programs to support these student needs. The Support Services Team includes the Principal, Guidance Officer, Success Coach, Head of Special Education Services, Community Education Counsellor, School-based Nurse and Chaplain.   This team takes referrals and supports students regarding wellbeing, referrals to internal and external programs and individual student support through one or more of the support services team.

In 2017 we have continued our focus on implementing Positive Behaviour for Learning, an evidence-based whole school systems approach to teach behaviour and recognise positive student behaviour and this is continuing in 2018. Parent opinion has improved regarding teachers motivating their child to learn and their child's learning needs are being met. Significant 72 has continued; a research based program that identifies the benefits of specifically developing positive student teacher relationships to support learning. Student opinions remain high regarding teachers expect them to do their best.   Parent opinions also improved in the area of students are encouraged to do their best.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	88%	94%	89%
this is a good school (S2035)	96%	87%	91%
their child likes being at this school* (S2001)	92%	88%	92%
their child feels safe at this school* (S2002)	98%	91%	92%
their child's learning needs are being met at this school* (S2003)	90%	88%	94%
their child is making good progress at this school* (S2004)	94%	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	94%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	88%	89%
teachers at this school motivate their child to learn* (S2007)	90%	84%	97%
teachers at this school treat students fairly* (S2008)	90%	83%	92%
they can talk to their child's teachers about their concerns* (S2009)	92%	94%	100%
this school works with them to support their child's learning* (S2010)	90%	84%	88%
this school takes parents' opinions seriously* (S2011)	94%	80%	89%
student behaviour is well managed at this school* (S2012)	82%	77%	69%
this school looks for ways to improve* (S2013)	96%	77%	89%
this school is well maintained* (S2014)	86%	84%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	84%	90%	88%
they like being at their school* (S2036)	80%	90%	86%
they feel safe at their school* (S2037)	89%	89%	85%
their teachers motivate them to learn* (S2038)	80%	88%	86%
their teachers expect them to do their best* (S2039)	93%	96%	92%
their teachers provide them with useful feedback about their school work* (S2040)	79%	82%	82%

Queensland
Government

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	66%	68%	66%
they can talk to their teachers about their concerns* (S2042)	62%	75%	61%
their school takes students' opinions seriously* (S2043)	66%	73%	65%
student behaviour is well managed at their school* (S2044)	60%	75%	48%
their school looks for ways to improve* (S2045)	84%	92%	86%
their school is well maintained* (S2046)	74%	81%	75%
their school gives them opportunities to do interesting things* (S2047)	82%	81%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	91%	96%	90%
they feel that their school is a safe place in which to work (S2070)	96%	95%	85%
they receive useful feedback about their work at their school (S2071)	80%	87%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	87%	89%
students are encouraged to do their best at their school (S2072)	82%	96%	87%
students are treated fairly at their school (S2073)	76%	87%	81%
student behaviour is well managed at their school (S2074)	47%	55%	59%
staff are well supported at their school (S2075)	59%	82%	70%
their school takes staff opinions seriously (S2076)	69%	84%	77%
their school looks for ways to improve (S2077)	91%	96%	90%
their school is well maintained (S2078)	81%	91%	91%
their school gives them opportunities to do interesting things (S2079)	86%	89%	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.

Parent and community engagement

At Springwood State High School there is emphasis placed on developing community partnerships characterised by open communication, participative planning and decision making.
The school is highly responsive to the needs of students and the school community and parents are seen as partners in the education of their young people. The Parents and Citizens Association supports the school and represents parents in their decision making capacity. As an IPS, Springwood High has continued a School Council. Parent and student satisfaction has generally improved across a number of areas including that they can talk to their child's teachers.. Parents have opportunities to attend a number of information sessions including junior secondary, Excel evening, subject selection and parent teacher interviews.
Enrolment interviews are conducted with each student to ensure that both parents and students are fully informed of school expectations and to gain an insight into the needs of each student. During Year 10, parents and students are involved in the Senior Education and Training Plan (SETP) process to develop a pathway for each student and this plan is revisited at key junctures to ensure that the student is on track. A clear communication protocol is in place ensuring that parents are informed regarding their child's academic progress. Parents are consulted regarding adjustments made to assist students with diverse needs to participate on a school based program.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Springwood State High School offers a variety of programs to students on a needs basis. Students are referred to programs based on data including attendance, behaviour, and support services referrals regarding respectful and healthy relationships. Programs are designed to support student engagement, mental health, culture, behaviour, resilience, self-regulation, and independence. Students also work in conjunction with community organisations and build partnerships with members of the community increasing work opportunities post school.
Programs include:
•   Boxing for Confidence
•   Rowing
•   PCYC Girls United
•   Deep Blue Line program with the PCYC
•   YourTown
•   Fresh Start
•   Deadly Choices
•   Reflections
•   Girls Journaling program
•   Men Emerging program
•   Managing the Bull (anti-bullying program) as intervention

Individual Student Case Management –Success Coach
Students are identified through data (Academic, NAPLAN, behaviour, and attendance) as 'at risk' or disengaged.
Students below whole school targets in threshold areas and who have been approved through administration are placed into the 'Check and Connect' care class with the Success Coach.
Students and families engage closely with the Success Coach to ensure support is tailored to the specific needs of the family and appropriate support is provided.

Support Services
Our Support Services Team meet each fortnight and case manage students – The Support Services Team includes the Principal, Guidance Officer, Success Coach, Head of Special Education Services, Community Education Councilor, School-based Nurse and Chaplain.   This team takes referrals and supports students regarding wellbeing, referrals to internal and external programs and individual student support through one or more of the support services team.

Positive Behaviour for Learning and Significant 72
Positive Behaviour for Learning includes a range of lessons that focus on building respectful relationships. The Significant 72 project was implemented in 2016 and explicitly provides examples and opportunities to build positive relationships within classrooms.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	252	184	161
Long Suspensions – 11 to 20 days	13	10	9
Exclusions	9	15	9
Cancellations of Enrolment	3	2	5

.

Environmental Footprint

Reducing the school's environmental footprint:
Staff have been advised to run air conditioners between 22 and 24 degrees in summer as per education requirements and have been advised to turn off lights fans and air conditioners when not in use.   Old air conditioners are being replaced with more efficient models.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	491,168	24,806
2015-2016	473,951	1,111

Queensland Government

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2016-2017	430,605	1,325

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	63	37	<5
Full-time Equivalents	60	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	10
Graduate Diploma etc.**	2
Bachelor degree	41
Diploma	7
Certificate	2

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were
The major professional development initiatives are as follows:
- Art and Science of Teaching implementation,
- Professional Learning Team implementation,
- Reading Strategies (Tactical Teaching of Reading)
- Writing Strategies (Tactical Teaching of Writing)
- Senior Schooling/panels and upskilling for delivery of Certificates
- Starting a Movement
- Numeracy/robotics
- Master Teacher in-class collaboration
- Certificate updates, compliance
- SATE preparation

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

The total funds expended on teacher professional development in 2017 was $$71 985.99.

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	86%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	80%	85%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

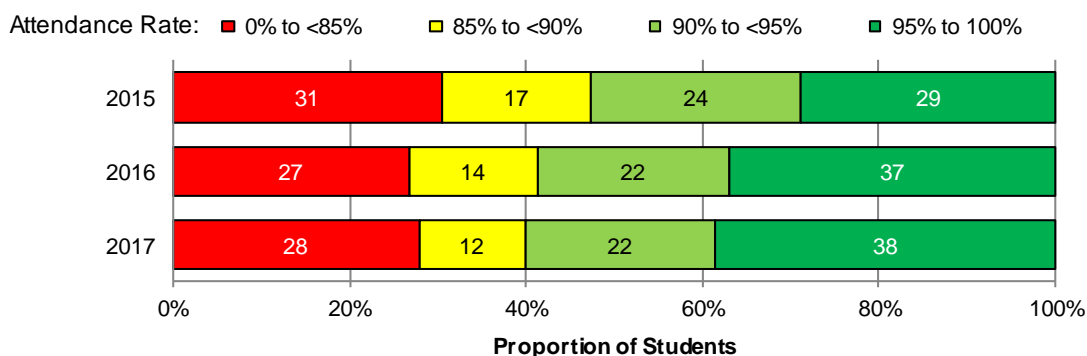The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015								88%	89%	87%	84%	86%	86%
2016								90%	88%	88%	86%	87%	90%
2017								91%	87%	87%	90%	88%	91%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

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%
2015	31	17	24	29
2016	27	14	22	37
2017	28	12	22	38

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the 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.

Non-attendance is managed in state schools in line with the DET procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.
Student attendance is monitored closely at Springwood State High School and contact is made with parents and care-givers on a daily basis to ensure students are attending school and engaged in learning.
Roll marking is completed electronically. Students attend a morning Care session in which the first roll-mark of the day occurs. Absence at Care is monitored by the school's Attendance Officer and text messages are sent home for student absent for the day. Classroom teachers also utilise electronic roll-marking and absences for individual lessons are reported to Year Level Coordinators the following day for follow-up with students and parents. Fractional truancy results in after-school detentions and

Year-Coordinators liaise with the relevant Year-Level Deputy Principal in order to ensure student patterns of non-attendance are identified and acted upon.

Students who do not meet the attendance requirements of the compulsory participation phase are issued with letters, as per departmental policy. Attendance is monitored daily and formally reviewed on a fortnightly basis by the Year Coordinator team, Attendance Officer, Success Coach and Deputy Principals.

Student attendance is physically tracked by the Success Coach and Attendance Officer using a Data Wall in the Success Hub Support and intervention is provided on an individual basis with students and parents – students are either supported through case management to re-engage with schooling at Springwood State High School or are linked with alternate education providers to complete Get Set For Work, TAFE, apprenticeship/traineeship or pre-employment programs.

Case management:

Year Coordinators case manage students between 80-89%. They also address fractional absences in each year level.

The Attendance Officer case manages students who fall below 79%.

The Success Coach case manages students below 70%, in liaison with the relevant Deputy Principal.

Students with attendance below 59% ('high flyers') are identified by the Success Coach and referred to student support and

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	135	132	129
Number of students awarded a Queensland Certificate of Individual Achievement.	0	4	3
Number of students receiving an Overall Position (OP)	42	35	42

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	43%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	18	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	112	107	100
Number of students awarded an Australian Qualification Framework Certificate II or above.	100	105	98
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	135	128	126
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	66%	74%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	98%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	7	14	12	9	0
2016	4	8	11	10	2
2017	5	16	10	10	1

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	43	84	33
2016	9	94	25
2017	2	90	29

As at 14th February 2018. The above values exclude VISA students.

VET

Certificate II programs were undertaken in the following areas: Automotive, Workplace Practices, Information Digital Media & Technology. Students also participated in school-based Certificate III programs including Information Fitness and Business delivered in partnership with Binnacle Training. Students also participated in a range of Certificate II and III courses through external organisations as a part of their senior studies.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	80%	76%

Queensland
Government

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	25%	92%	78%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.springwoshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Young people who leave Springwood State High School in Years 10, 11 and prior to completing Year 12 primarily enter into alternative study, either with another school or a training provider such as TAFE. A significant number of these early leavers transition directly into employment or gain entry into a pre-employment course such as certificate II or III programs with a view to attaining a full-time apprenticeship or employment. Where possible this transition is aided by a member of the Student Services Support Team.

Conclusion

Springwood State High School staff are strongly committed to our Strategic Improvement Agenda. To support this agenda of improving reading, numeracy and student engagement there are a number of clearly research based strategies that all staff are implementing. Our values of respect, industry and cooperation underpin our Positive Behaviour for Learning program, supporting student engagement. Springwood High students are on a trajectory of improvement and are being supported through high quality teaching practice and a supportive learning environment.

Queensland
Government