Springwood State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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School overview

Springwood State High School was established in 1977. New building and development in the surrounding area at that time resulted in continuous enrolment growth until the mid 1990's. Today there are 650 students enrolled at the school, with that number not expecting to exceed 800 students within the next ten years. Springwood State High School is not enrolment managed. The school commenced as an Independent Public School (IPS) in 2016.

Springwood State High School is coeducational, 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 and features ample classroom space. Our school will experience significant improvements by late 2020 as part of the Queensland Government's 'Renewing Our Schools' program. Refurbishments and re-builds that are designed to deliver modern facilities that meet immediate and future needs for our students are planned across many parts of the campus, including the canteen (new in 2020), multi-purpose centre, library, grounds and gymnasium.

Our school community has recently engaged the services of a number of external partners to help us plan to maintain our grounds as part of an 'urban wildlife corridor' well into the future.

Staff believe in fostering a strong sense of community amongst our students, other staff members and parents. Curriculum at Springwood State High School 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 and formative assessment practices to support student achievement and celebrate success. There has been a school-wide focus on providing a greater awareness by our students of responses to the learning question of, '*What do you need to work on to achieve greater success?'*

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 life beyond the school gates. In 2017, 100% of our tertiary applicants received an offer with 83% receiving their first preference. We had five students achieve in the OP 1-5 band, while 74% of OP eligible students achieved in the 1-15 range. 3 students were awarded a QCIA.

Springwood State High School offers specialist programs in Junior Secondary academic extension through our EXCEL program, Extension Performing Arts, Sport, Instrumental Music, Japanese and Indonesian. We provide a number of literacy and numeracy programs to support all students to achieve 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, The University of Queensland and the Queensland University of Technology.

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, Duke of Edinburgh and Kokoda Challenge. Our school has an award winning rowing program and runs a number of extra-curricular fitness classes for staff and students. 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 a broad spectrum with past students including ice skater Steven Bradbury, swimmer Jodie Henry and Lorna Jane Clarkson, founder of the global fitness brand 'Lorna Jane'. 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 Community Education Counsellor.

School progress towards its goals in 2018

Our School Improvement Priorities for 2018 included:

Improvement Priority One - Improving Student Engagement

- 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 risk. Our whole school attendance target was 90% attendance. *Our actual figure for 2018 was 89%*

- Revise implementation of Positive Behaviour for Learning including staff essential skills and the introduction of profiling. 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.

A general reduction in One School Behaviour Referrals was targeted through this strategy. *Referrals based on formal actioned responses increased two percentage points, from 33% in 2017 to 35% in 2018*

- Year co-ordinators to work with students in the 80% - 89% attendance range. Whole school attendance target was 90%. *Our actual figure for 2018 was 89%.*

- 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% was our target for 2018. Our actual progress in this field was 25.9% of students attending less than 85% (down from 27.9 in 2017)*

- Senior Schooling – student attendance monitoring, mentoring program, academic reviews with targeted goals of 100% QCE or QCIA 90% attendance and 80% in the OP1 - 15 range. *Our actual performance in this field in 2018 was 100% attainment of QCE/QCIA, 89% attendance and 74% of students achieving in the OP1 – 15 range.*

Improvement Priority Two – Improving Literacy and Numeracy (Upper Two Bands)

- Review and continue to implement Upper Two Bands (U2B) reading strategy using text complexity, text directed questioning, reciprocal reading and Question and Response (QAR) strategies. 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. Our targets were for 18% of students to achieve U2B for reading in Year 9. *Our actual achievement in U2B in reading in 2018 was 13.9%.* For Year 7, 17% of our students was the target for U2B reading attainment. *Our actual achievement in U2B reading for Year Seven students was 17.7%.* Our target for National Minimum Standard attainment in 2018 for Reading in Year Nine was 93% and for Year Seven 95%. *Our actual achievement for National Minimum Standard attainment in reading in Year Nine was 93.1% and 96.2% in Year Seven.*

  All Junior Secondary English teachers explicitly teaching writing strategies was an evidenced goal in 2018.

  Our targeted goals for students achieving in the Upper Two Bands for writing in Year 9 in 2018 was 13% and Year 7, we had established a target of 95% meeting National Minimum Standards for writing. *Our actual achievement for U2B's writing in Year 9 in 2018 was 2.8%. 74.4% of Year Seven students met NMS for writing in 2018.*

- Continue Art and Science of Teaching (ASoT) Design Questions (DQ) 1, 2, 6 and 8 with a focus on Learning Goals, proficiency scales establishing classroom routines and the introduction of DQ 3 helping students to 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 ICP's.

  In 2018, 100% of our teachers were evidenced using these strategies through the ASOT observation and feedback framework.

Improvement Priority Three – Community Engagement

- Yarning Circle – develop a program for students to participate in activities to support Indigenous Perspectives. Targeted with a view to increased percentages of students and staff engaged in indigenous Perspectives in 2018. *Yarning Circle complete, local partners engaged, Indigenous Perspectives embedded within elements of curriculum design and delivery, increased student and staff participation.*

- Develop a marketing strategy to highlight the school's successful learning outcomes and academic opportunities. Increase Year 7 enrolments in 2019. *Marketing strategy developed, Year 7 enrolments in 2016 (150), 2017 (116), 2018 (95), 2019 (118).*

- Develop with local primary schools links with their teaching and learning agenda, high school visits and engage in primary school ceremonies. *Strong evidence of work developed between across partner primary schools in 2018.*

- Partner Primary schools- Every Student writing- One sentence at a time. *Collegial engagement in partner primary schools evidenced across this strategy.*

- 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. *Indigenous Perspectives evidenced across Science curriculum, STEM program developed.*

- Build on the partnerships supporting the Rowing, Boxing and Kokoda Challenge, Duke of Edinburgh. *School has invested significant resourcing and professional development against these and other signature programs in 2018. These opportunities continue to provide high levels of engagement for large number of students.*

Future outlook

Our School Improvement Priorities for 2019 include:

Improvement Priority One – Systemic Curriculum Delivery

Strategy – Alignment to Version 8 of the ACARA (Australian Curriculum Assessment and Reporting Authority)

- Align all Year 7 to 10 programs with the requirements of ACARA Version 8. *Target for all programs to be aligned by 2020.*

Strategy – Moderation

- Develop Junior and Senior school moderation processes to be implemented consistently across all faculties. *'Conference Model' implemented by end of Semester One, 2019.*

- Emphasize the use of school moderation processes including formative assessment (highlighting a 'formative practice of the week') to collect evidence and intentionally plan learning for all students. *Formative fortnightly practice introduced into daily operations schedule. Moderation to be included as a major PD/PLT focus.*

- Senior School moderation to include collegial partnerships with like schools and industry. *Like school schools and industry partners to be canvassed throughout 2019. Initiatives published and documented via school newsletter, website and social media.*

Strategy – SATE Implementation

- Electronic submission of assessment phased in for Years 10 and 11. *Year Ten and Eleven all assessment submission on-line.*

- Sharing expertise in the delivery of CV through collaboration and co-teaching. *On-going.*

- Succession plan for growing expertise in subjects to ensure long term viability of offerings. *Viable curriculum survey tool developed Term One. Data from survey process (delivered through line management) available at the beginning of term three. Investigate 'Deep Learning' partnerships.*

Improvement Priority Two – Improving Literacy (Writing) and Numeracy

Strategy – Writing

- Review and implement Whole School Writing strategy using Tactical Teaching of Writing and re-focus on sentence structure, cohesion and paragraphing. *Upper Two Bands (U2B) for writing targets in 2019, Year Nine, 10% (or greater) and Year Seven 10% (or greater). National Minimum Standards targets for writing in 2019, Year Nine, 80% (or greater), Year Seven 80% (or greater).*

- Identify students who are already or could achieve U2B through NAPLAN, A-E and gather academic and engagement information for students prior to forming classes for 2019 to form EXCEL class. Continual monitoring of L o A data in EXCEL (English) class. Extra curricula writing opportunities for EXCEL students. *Excel classes (Years 7 – 10) Level of Achievement targets 2019: A – 25%, B – 45%, C – 30%, D – 0%, E – 0%.*

- Implement WIN (Whatever I Need) in Years 7 to 9 and RAW (Reading and Writing) Years 7 & 8. *WIN and RAW lessons implemented and reviewed. Form of data capture to be devised in term four. WIN includes Targeted Reading, Writing, Numeracy and Critical Thinking Skills.*
- Continued implementation of Tactical Teaching of Writing across the school using identified strategies. *All Junior teachers explicitly teaching writing strategies. Explicit reference points noted in use of Learning Goals, Proficiency Scales, HOD/teacher Inquiry Feedback cycle.*

Strategy – Numeracy

- Implement RTI strategy in Year 8 and 9 - Maths4ME- intervention based on NAPLAN numeracy strand analysis– skill gap practice and intervention. *NAPLAN Strand analysis coupled with L o A data to focus on specific skill areas for targeted improvement.*

- Implement our Numeracy Improvement Program using high probability strategies such as: problem solving preparation and tracking; signature practice (development) including 'Poly's Think Board' and mental maths strategy. *NMS (N) targets 2019, Year 9, 95.1%, Year 7, 91.1%.*
- PATM testing – inform cohort planning and ICP's. Additional Teacher Aide classroom support including extending students to reach Upper Two Bands. *U2B (N) Targets, 2019: Year 9, 20% or greater; Year 7, 20% or greater.*

Strategy – Teaching and Learning

- Use the inquiry cycle to ensure strategies are inclusive and will deliver identified outcomes for all students. *Inquiry cycle to be explicitly referenced in processes for data capture and analysis.*
- Continue ASOT Design Questions 1,2, 3, 6 and 8 with a focus on Learning Goals, proficiency scales, classroom routines and deepening knowledge through the CVs. *100% teachers using these strategies, key drivers of PLT's*
- Professional Learning Teams (PLT) collaborate, recognising that each team is responsible for the success of all students and develop their knowledge to engage all learners. *100% teachers using these strategies, ASoT featured as a (continued) key driver of PLT process.*
- Guaranteed and Viable Curriculum to focus on curriculum priorities, learning goals and ICPs. *100% teachers engaging with these strategies,*

Improvement Priority Three – Curriculum and Technology

Strategy – Whole School

- Develop a whole school Strategic ICT Infrastructure Plan. *Strategic Plan completed and presented to staff, P and C.*
- Designate a curriculum technology coaching position to support teachers to deliver quality learning experiences for students. *Role statement developed. Collaborative engagement from cluster and like schools.*

Strategy – Pedagogy

- Develop a section of the Curriculum and Pedagogy Plan ensuring inclusive practice, identifying how pedagogy will be supported through technology. *Plan to be developed and implemented.*
- Enable quality differentiation through use of technology and assistive technology. *Embedded within above plan and mechanism for mapping developed.*
- Implement the High Resolves program to support all students develop the intention, skills, vision, creativity and confidence to act in the long-term collective interest of humanity. Introduction for all staff on SFD. *Plan developed for LEAD lessons implemented and reviewed.*

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	788	717	648
Girls	390	350	327
Boys	398	367	321
Indigenous	48	43	35
Enrolment continuity (Feb. – Nov.)	87%	90%	89%

Notes:

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

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

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

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

Characteristics of the student body

Overview

Springwood State High school offers a co-educational program from Years 7 to 12. A large percentage of attendees reside well beyond the immediate local area. The school is well serviced by public transport. The school caters for a diverse range of backgrounds with a focus on meeting the learning needs of individual students. Our student profile includes a wide range of social, cultural, geographic and family backgrounds with many identities and abilities.

We welcome all students into our school. Our school vision, 'The Highest Expectations', recognises that with the right support all students can achieve.

We are proud to feature a dedicated and inclusive Special Education Program.

Our Aboriginal and Torres Strait Islander student numbers continue to grow alongside exciting developments in our school community that support the rightful place of indigenous perspectives within our curriculum.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	22
Year 11 – Year 12	18	17	15

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Our school vision, 'The Highest Expectations' reflects our approach to curriculum delivery. We believe that every student has the opportunity to succeed, whether it be in the academic realm, the Arts, sporting arena or other aspects of life here at Springwood State High School.

- Our **core curriculum offerings** follow Australian National Curriculum (ACARA) guidelines

- **EXCEL**, which is our Academic Challenge and Enrichment Program, aims to extend and challenge academically motivated students in core areas of study. This is a merit based program available to students in Years 7, 8 and 9.

- We feature a **Performing Arts extension program** for Year Seven and Eight students

- Our **Senior ATAR/OP pathway subjects** include: Ancient History, Biology, Chemistry, Drama, English, Film, T.V and New Media, Geography, Health Education, Japanese, Legal Studies, General Mathematics, Mathematics Methods, Specialist Mathematics, Modern History, Music, Music Extension, Physical Education, Physics and Visual Art.

- Our **Senior Non OP/Applied Subjects** include: Aquatic Practices, Business Studies, English Communication, Technology (ICT), Industrial Technology Skills, Music Studies, Essential Mathematics, Recreation Studies, Science in Practice and Visual Art Studies.

- Japanese and Indonesian (Bahasa) **languages** are taught.

- Our school features a dedicated **Career Pathway Planning Program** (BLAST/LEAD)

- WIN (Whatever I Need) and RAW (Reading and Writing) are timetabled programs of **differentiated support** for students with a focus on literacy and numeracy.

- **Certificate programs** are offered in Business, Fitness and Digital Information.

Springwood State High School has made a significant investment in approaches to assist curriculum delivery in recent years. A range of drivers and strategies including the use of Proficiency Scales, 'Significant 72' (A program based on developing relationships with students centred on feedback about their progress), Tactical Teaching of Reading and Writing (TTR and TTW), Question and Response (QAR) and several other initiatives help our students immerse themselves in a culture that can explicitly respond to questions centred on an understanding of *how* to improve.

Co-curricular activities

Springwood State High School offers students a wide range of co-curricular programs. The school strongly encourages participation in experiences beyond those offered through timetabled classes. A key part of this drive is creating confident and resilient students. The relationships established in these areas between students, their peers and teachers often translates to more positive and productive classroom environments. Co-curricular opportunities include (but are not limited to) the Inter Year Support and Mentoring Program for Year 7, Leadership Camps and Leadership Induction Programs, Leadership through Student Council and Student Representative Council. In the Performing and Creative Arts there are extensive opportunities such as Cheer Squad, School productions, Creative Generation, Instrumental Music, (String Ensemble and Stage Band), Drum Line, Show Band and Concert Band, Open Stage Opera Queensland Residency, Talent Quests and ART WAVES. In the sporting arena we offer individual and team sport programs. These include interschool sport, volleyball, rugby league, boxing and rowing. Springwood State High School has become synonymous with both Kokoda Challenge events in recent years. Our school features a structured after school tutorial program. We have various camps and tours spread across a two year timetable that in recent time has included trips to Japan, Heron Island, the New South Wales ski fields and a band tour to Port Macquarie. Our school bus is a key part of the co-curricular excitement.

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. One Note 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 Into Science. 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. Engagement by our teaching staff and students with information and communication technologies to assist learning is a key priority for our school in the next few years. We are currently implementing a whole school policy (BYOD) to support students to be able to access the school network on their own (approved) devices in the very near future.

Social climate

Overview

Springwood State High School provides a supportive environment both within and beyond the classroom. Support is facilitated through a range of ventures which include:

- Daily care class
- Weekly Year Level Assemblies and monthly Whole School Assemblies.
- Youth Health Nurse
- Youth Support Coordinators – providing a range of pastoral programs
- Learning Support and Advisory Visiting Teachers
- Guidance Officer
- Anti-Bullying Program and Cyber Safety programs
- Fortnightly whole school Positive Behaviour for Learning lessons
- Success Coach supporting student engagement
- Community Education Counsellor

We actively support community engagement such as World Vision, Canteen, Shave for a Cure, NAIDOC and Harmony Day Celebrations.

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 and School-based nurse. 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 2018 we have refined Positive Behaviour for Learning, an evidence-based whole school systems approach to teach behaviour and recognise positive student behaviour.

Parent opinion continues to recognise consistent practice and the hard work and efforts of our staff and students regarding the management of behaviour at our school. Student opinions show that the overwhelmingly majority believe they are getting a good education at this school. Our school staff continue to feel that they enjoy working at this school and that it is a safe place to work.

A strong reflection of student satisfaction exists in the data displayed below. For each of the Student Opinion Survey fields from 2017 to 2018 there has been moderate to significant improvement. This quantitative feedback together with other less formal sources of information have provided us with confidence that we, as a school community, are working

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	89%	87%
• this is a good school (S2035)	87%	91%	87%

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child likes being at this school* (S2001)	88%	92%	90%
• their child feels safe at this school* (S2002)	91%	92%	90%
• their child's learning needs are being met at this school* (S2003)	88%	94%	81%
• their child is making good progress at this school* (S2004)	97%	94%	87%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	83%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	89%	83%
• teachers at this school motivate their child to learn* (S2007)	84%	97%	77%
• teachers at this school treat students fairly* (S2008)	83%	92%	83%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	87%
• this school works with them to support their child's learning* (S2010)	84%	88%	87%
• this school takes parents' opinions seriously* (S2011)	80%	89%	86%
• student behaviour is well managed at this school* (S2012)	77%	69%	80%
• this school looks for ways to improve* (S2013)	77%	89%	87%
• this school is well maintained* (S2014)	84%	92%	90%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	88%	96%
• they like being at their school* (S2036)	90%	86%	90%
• they feel safe at their school* (S2037)	89%	85%	86%
• their teachers motivate them to learn* (S2038)	88%	86%	92%
• their teachers expect them to do their best* (S2039)	96%	92%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	82%	82%	92%
• teachers treat students fairly at their school* (S2041)	68%	66%	83%
• they can talk to their teachers about their concerns* (S2042)	75%	61%	74%
• their school takes students' opinions seriously* (S2043)	73%	65%	79%
• student behaviour is well managed at their school* (S2044)	75%	48%	58%
• their school looks for ways to improve* (S2045)	92%	86%	93%
• their school is well maintained* (S2046)	81%	75%	81%
• their school gives them opportunities to do interesting things* (S2047)	81%	87%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	90%	95%
• they feel that their school is a safe place in which to work (S2070)	95%	85%	97%
• they receive useful feedback about their work at their school (S2071)	87%	84%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	89%	88%
• students are encouraged to do their best at their school (S2072)	96%	87%	88%
• students are treated fairly at their school (S2073)	87%	81%	83%
• student behaviour is well managed at their school (S2074)	55%	59%	64%
• staff are well supported at their school (S2075)	82%	70%	74%
• their school takes staff opinions seriously (S2076)	84%	77%	80%
• their school looks for ways to improve (S2077)	96%	90%	92%
• their school is well maintained (S2078)	91%	91%	90%
• their school gives them opportunities to do interesting things (S2079)	89%	88%	87%

* 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 Independent Public School, we have a School Council providing governance. Parents have opportunities to attend a number of information sessions including junior secondary, Excel evening, subject selection, cyber safety 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.

A key focus of community engagement in 2018 has been around keeping people informed about changes in the Senior Assessment and Tertiary Entrance process. This has included parent and student information evenings, liaison with our local primary partner schools and a large volume of information issued through our usual sources such as social media, newsletters and assemblies to provide everyone with an awareness of these reforms, and what it means for pathways beyond the school gates.

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 in school based programs.

Principal School Tours were well subscribed and proved to be a very popular feature of life here at our school in 2018.

Respectful relationships education programs

The school has developed and implemented initiatives and resources 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. These opportunities are at the centre of a rich fabric of support for our students.

Our programs include:

• Boxing for Confidence

• Rowing

• PCYC Girls United

• Deep Blue Line program with the PCYC

• Your Town

• Fresh Start

• Deadly Choices

• Reflections

• Girls Journaling program

• Men Emerging program

• Managing the Bull (anti-bullying program)

Individual Student Case Management. A key part of the role of our Success Coach is to identify students through data (Academic, NAPLAN, behaviour, attendance and anecdotal/qualitative information from staff and families) 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 specific needs.

Support Services. Our Support Services Team meets each fortnight and case manages students. The Support Services Team includes the Principal, Guidance Officer, Success Coach, Head of Special Education Services, Community Education Councillor and School Based Nurse. This team takes referrals and supports students regarding wellbeing. A key part of this work is assigning students to a 'champion', that is, one designated member of staff who that student can liaise with or seek direction from.

Positive Behaviour for Learning. Positive Behaviour for Learning (PBL) provides the conceptual framework for the management of behaviour in our school. PBL is a comprehensive, integrated whole school approach to student well-being and behaviour. PBL is centred upon the belief that the school community can work together to establish simple, clear and explicit expectations for behaviour. This approach recognises that student behaviour improves when students know what is expected of them and when god behaviour is recognised.

Important themes for PBL at our school include:

- The celebration and recognition of student success and consistent adherence to expectations around conduct
- The notion that behaviour and learning are interdependent
- Proactive and preventative approaches to behaviour are key determinants of successful engagement at school
- Effective teaching driven from a classroom culture where students are provided with quality feedback to address **'The Learning Question'**. That is, explicit knowledge that can respond to the question of:

"What do I need to do to keep improving?"

Springwood State High School will continue to invest in key 'driver' programs to support these themes and others as they emerge in the continually complex field of behaviour management. For example, The Significant 72 project (first implemented in 2016) which explicitly provides examples and opportunities to build positive relationships within classrooms will continue to feature in our approach to teaching and learning.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	184	161	218
Long suspensions – 11 to 20 days	10	9	6
Exclusions	15	9	12
Cancellations of enrolment	2	5	8

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Environmental awareness and the role each individual member of our school community has to contribute to a cleaner, more energy efficient school is high on everyone's agenda here at Springwood State High School. Actions undertaken at Springwood State High School's to help reduce the environmental footprint include:

- The introduction of recycling bins and containers into staffrooms, offices, classrooms and outdoor space

- Increased signage to reflect DETE's air conditioning policy. Air conditioning units throughout the school are accompanied by signage stating:

    - Air conditioners must be set to a minimum of 24° C

    - When air conditioners are in use, close all windows and doors to reduce the escape of cold air

    - Switch off heating and cooling after hours

- Introducing signage to reflect environmental awareness on electricity (lighting) and water use

- Regular scheduled servicing of air conditioner units

- The introduction of the 'Land for Wildlife' initiative through Conservation Volunteers Australia

- A mapping approach to environmental awareness through curriculum delivery across the school

- Increasing the school's solar capacity

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	473,951	430,605	405,380
Water (kL)	1,111	1,325	

Note:

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

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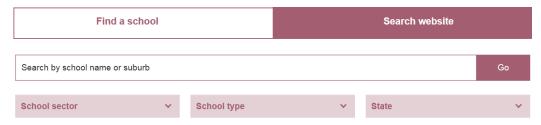
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

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

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	65	38	<5
Full-time equivalents	61	26	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	10
Graduate Diploma etc.*	3
Bachelor degree	41
Diploma	6
Certificate	3

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $48, 443.38

The major professional development initiatives are as follows:

Curriculum

- SATE – Senior Assessment and Tertiary Entrance implementation, policies
- ATAR – Australian Tertiary Admissions Rank, staff information
- VET – Vocational Education and Training, staff training and curriculum development
- STEM – Science, Technology, Engineering and Mathematics, implementation and program development
- Writing – various workshops for staff aimed at improving writing through engaged curriculum delivery
- Timetabling
- High Resolves global citizenship package
- Tactical Teaching of Reading
- Tactical Teaching of Writing
- Mathletics

Well Being

- Positive Practices, staff training
- Staff recognition
- Rock and Water staff training
- Solution Tree, leading school reform through engaged practice and a focus on building relationships and a 'feedback culture'.
- Mental Health
- First Aid/CPR

Teacher Capacity

- PLT's, Professional Learning Teams, consolidating collaborative practice for school improvement
- QELI – Queensland Education Leadership Institute, best practice leadership for Heads of Department
- Classroom profiling
- Track Ed
- Mentoring Beginning Teachers

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	89%	89%
Attendance rate for Indigenous** students at this school	80%	85%	87%

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

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

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

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

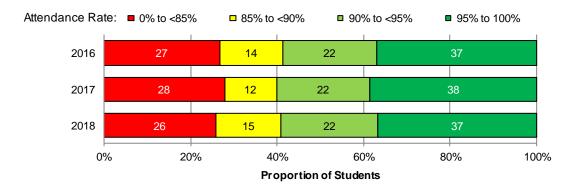| Year level	2016	2017	2018
Year 7	90%	91%	88%
Year 8	88%	87%	90%
Year 9	88%	87%	89%
Year 10	86%	90%	88%
Year 11	87%	88%	89%
Year 12	90%	91%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

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

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	27	14	22	37
2017	28	12	22	38
2018	26	15	22	37

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Springwood State High School student attendance is a high priority. The mantra 'Every Day Counts' is one which resonates strongly throughout our school community. Students are required to attend school on every day that it is open, except in exceptional cases. The school must account for every absence of every student and record the reason. It is the parent's / guardian's responsibility to ensure that their students (of any age) attend the full school day, every day unless there are acceptable reasons for absence. The legal requirements of attendance are set out in Chapters 9 and 10 of Queensland Education (General Provisions) Act 2006.

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 through the 'ID Attend' data management system. Students attend a morning Care session in which the first roll-mark of the day occurs. Attendance at Care is an extremely important part of the school day. This is where the welfare needs of students can be supported and the means by which crucial messages about the management of the school community can be provided. 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. 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. Consistent fractional truancy will result in further consequences and/or pursuit by the school via practices designated through policy and driven by legislation.

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% are identified by the Success Coach and referred to Student Support Services.

Springwood State High School promotes full school attendance and encourages, through positive recognition on a regular basis, those students with excellent attendance or have shown significant improvement. Positive strategies that are used in managing a student attendance problem also include:
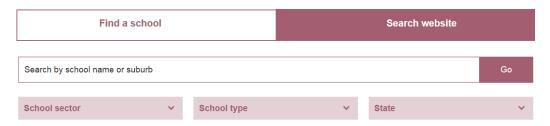
- Providing rewards (VIVO) for attendance that goes beyond school targets or progressing consistently towards a level of improvement

- Use of engagement programs (Boxing, Rowing, Lighthouse Program) to affirm relationships and connection to the school community

- Use of programs which improve assertiveness skills of students, (Rock and Water, PCYC programs)

- Promotional of individual, class and cohort success via recognition ceremonies, letters and certificates and celebration via social media channels

NAPLAN

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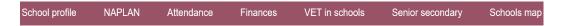
How to access our NAPLAN results

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

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Notes:

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

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

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	132	129	103

Description	2016	2017	2018
Number of students awarded a QCIA	4	3	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	128	126	100
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	35	42	34
Percentage of Indigenous students who received an OP	25%	43%	33%
Number of students awarded one or more VET qualifications (including SAT)	107	100	77
Number of students awarded a VET Certificate II or above	105	98	73
Number of students who were completing/continuing a SAT	18	10	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	66%	74%	76%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	98%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	5	5
6-10	8	16	11
11-15	11	10	10
16-20	10	10	8
21-25	2	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	9	2	2
Certificate II	94	90	68
Certificate III or above	25	29	22

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Vocational Education and Training Certificates

- Certificate II in Workplace Practices
- Certificate II in IDMT
- Certificate III in Fitness (Partnership with Binnacle)
- Certificate II in Hospitality
- Certificate III in Hospitality
- Certificate II in Business
- Certificate III in Business

- Certificate I in Construction (Partnership with Acacia Ridge TAFE)

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	80%	76%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	92%	78%	60%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Student retention is high at Springwood State High School. The 17 students who left in Years 10, 11 or 12 (prior to completing Year 12) in 2018 did so for the following reasons:

- 7 students went to non-state schooling options or home schooling

- 3 students went to schooling options overseas or interstate

- 3 students went to other State High Schools

- 1 student transitioned to full time employment

- 1 student transitioned to an educational centre

- 1 student was enrolled in error and had that enrolment application withdrawn

- 1 student has been noted as 'unknown' in terms of their destination

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.springwoodshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx