Springbrook State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Springbrook State School was opened in 1984. We are located in the beautiful Gold Coast hinterland approximately 20 minutes drive up Springbrook Mountain from Mudgeeraba. We are a small school that is well resourced and able to provide a full and rich curriculum offering. Our school consists of two multi-age classes: our Early Childhood Class, for children in Prep, Years 1, 2 and 3; and the Senior Class comprised of Years 4, 5, 6 and 7. Our students have exceptional learning opportunities through personalised learning strategies and inquiry based, transdisciplinary tasks that incorporate a range of key learning areas. We maintain a core focus on Literacy and Numeracy, with skilled and experienced staff. Strong staff-student relationships ensure that each student obtains optimal opportunity to reach their potential. The multi-age composition of classes encourages students to be extended in a supportive, caring school environment. The value of the parental role in education is well recognised and parents are encouraged to become actively involved in our school. Springbrook State School has achieved excellent results in previous staff, parent and student surveys. Our school strives for excellence by 'Learning and Growing Together'.

Principal's Foreword

Introduction

The following report provides a snapshot of Springbrook State School's profile, data, progress and information at the end of 2017. Included is a summary of the improvement priorities for 2017. Information is provided about the progress made against the goals set at the beginning of the year. Also included, is an outline of the 2018 improvement priorities and the action plan to meet these goals.

Our student body is defined and this report then describes how our staff, implementation of the curriculum and the way we create a social climate that meets the needs of our students here at Springbrook State School. Parent, staff and student opinion survey data is also included, as well as access to our NAPLAN data. This data is useful to monitor how well we are meeting student needs, however, please note that we are a small school and the numbers of participants in this data can affect the reliability of the results.

During 2017, the substantive Principal was relieving in a higher-level position at another school, and an acting Principal was recruited for Semester 2, continuing into 2018.

School Progress towards its goals in 2017

The school's improvement agenda in 2017 including the following priorities:

- The curriculum areas of literacy and numeracy with a focus on digital technologies.
- The provision of direct support to identified students through ICP implementation, Learning Support, Speech Language programming and additional programming to meet individual needs.
- All curriculum and school activities to meet identified Annual Implementation Plans and Investing for Success targets regarding National Minimum Standards and Upper 2 Bands.

Actions	Progress	Timelines
Developed a whole school approach to teaching literacy to support the teaching of literacy across all learning areas. Reading and writing framework completed and being implemented. Teachers involved in professional development and coaching.	Reading pedagogy is embedded. Levelled Literacy Intervention will begin in term 3, 2018. Writing	end of 2018
Early Start materials used across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress within English in the early years. Literacy Continuum used to monitor progress of all students using PAT-R, Early Start, LOA data.	Early Start embedded. Data wall using Literacy Continuum utilised each term and updated.	completed
Developed teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust monitoring and moderation. Curriculum overviews have been written for each KLA and posted on website for parent access	Staff will continue to engage in pre and post moderation of assessment tasks.	Completed
Teacher capability in gathering and using evidence to determine student needs. Targeted teaching planners introduced.	Collaborative empowerment meetings planned for 2018 to provide time for teachers to analyse data and create targeted teaching plans	ongoing

Future Outlook

The improvement plan for 2018 includes the following priority areas:

- School Performance: implementing rigorous reading and writing across the curriculum
- Teaching Quality: begin the implementation of Anita Archer's explicit instruction as our pedagogical framework using student goals
- Teaching Quality: implement pre and post moderation of reading and writing summative assessment tasks in English to achieve accurate LOA data

Actions	Targets	Timelines
Scan – PAT-R, Early Start and LOA data with literacy continuum to identify student needs	Students mapped on literacy continuum	completed
Scan & Assess – pre-moderation/targeted teaching conversations to enable teachers to identify student needs, curriculum needs. Identify teacher needs to implement **Plan** differentiated reading group instruction incorporating targeted teaching of the BIG 7 of reading instruction and literacy blocks that incorporate rigorous reading and writing across the curriculum using explicit instruction and gradual release of responsibility model.	Term 1 units planned to incorporate rigorous reading and writing across the curriculum	completed
Plan- collect pre data in formative assessment of students including a comprehension test and a writing sample	Data collected into spreadsheets	completed
Act – demonstrate modelled, shared and guided reading lessons incorporating rigorous reading in other curriculum areas.	Each classroom	completed
Act- Co-plan lessons across different KLAs in literacy blocks	Teachers plan lessons	completed
Act – Teaching staff to attend Anita Archer PD in term 1 "Writing is taught, not caught"	PD completed	completed
Act – demonstrate modelled, shared and guided writing lessons incorporating a blend of Seven Steps to Writing and the elements of imaginative and informative texts.	Lessons across different KLAs in literacy blocks	Term 3

Act – hold workshops with teachers to critically analyse texts and plan text dependent questions across the curriculum and co-plan lessons together for reading and writing.	Teachers plan lessons- reading and writing	ongoing
Act – observe lessons and provide feedback	Each classroom in literacy block	ongoing
Measure- collect post-data in formative assessment of students including a comprehension test and writing sample.	Data collected into spreadsheets	ongoing
Measure – NAPLAN data	%U2B same as SQSS	Term 3
Measure – PAT data	60% > stanine 6	Term 4
Measure – LOA data	85% students C+	Term 4
Review – review effect sizes to reflect on impact and make further plans for another cycle if required	>0.8 effect sizes across classes	ongoing
Scan – During work with Rigorous Reading and Writing identify how the use of student goals can fit **Scan** – Literacy Continuum and identify student goals	Staff identify student goals in reading and writing	completed
Plan - All teaching staff to engage in book club reading "Explicit Instruction" by Anita Archer – goal setting	Teacher understanding of Explicit Instruction research	completed
Act – Write agreed practices for reading and writing and the use of student goals and feedback	Agreed practices document for reading and writing	completed
Measure & Review – determine if students have reached goals and next steps for implementation of Anita Archer's explicit instruction pedagogical framework	Students receive feedback about goals	End of term 3
Scan & Assess – compare diagnostic data PAT, Early Start and NAPLAN data to LOA data from 2017 to identify inconsistencies	All data reviewed and compared	completed
Plan – Pre moderation and review of all assessment in English units	Each unit pre moderated	ongoing
Act- Post moderation sessions within school and clusters	Teachers assess with integrity using A-E scale	completed
Measure & Review Comparison of term 2 diagnostic and summative data for consistency	Consistent A-E data that aligns with diagnostic data	Term 3

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	33	15	18		94%
2016	33	15	18		85%
2017	28	10	18		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).

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Characteristics of the Student Body

Overview
Our student body consists of students from the local area in Springbrook. The ICSEA of our students is 1082. We have no indigenous students and no EAL/D students. We have no students with a disability.

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	17	16	14
Year 4 – Year 6			19
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
Springbrook State School has a culture of high expectations in relation to academic achievement:
- Every student matters, everyday (Every second of every lesson counts)
- All students can achieve academic results
- Curriculum delivery is under-pinned by effective explicit teaching strategies that embed rigour into all curriculum areas.
- Feedback for learning is valued and practised at all levels
- High standards of student behaviours to enhance learning
- Emphasis on achieving consistent high student attendance
- Language and values of PBL are consistent integral elements of our school learning climate
- Teachers know their students well (through purposeful use of data) and differentiate learning
- Data is used effectively to guide teaching and learning
- Staff share collective accountability for all student outcomes
- Staff communicate effectively with parents
- Staff communicate and work effectively with each other in a professional and productive way

Co-curricular Activities
- Students participate in a whole school musical bi-annually
- Years 3-6 students can attend an annual camp at a Sport & recreation facility
- Students enter artworks in the Mudgeeraba Show each year
- Chosen students enter the d'Arcy Doyle art awards annually
- Students participate in a school-wide public speaking competition annually. Finalists compete in the Greenheart Cluster Public Speaking competition in Term 2.
- Hinterland Small Schools' soccer and netball, cross-country, athletics and swimming carnivals are held annually.
- Lunchtime clubs in IT, drawing and craft are available.
- School excursions are organised at least twice a year related to curriculum areas.

How Information and Communication Technologies are used to Assist Learning
Students have access to laptops, I-Pads in classrooms at all times and these are used regularly for student research, and completing tasks using various software programs.

Social Climate

Overview
Our vision is to create a positive learning environment where teaching and learning occurs so that students can reach their potential. Respectful behaviour is modelled, taught explicitly and encouraged in all educational settings. Expected behaviours are clear, visible and consistent. Classroom routines are used consistently to manage behaviour and increase student engagement.

Staff use respectful strategies to discourage inappropriate behaviour. They actively supervise students in all educational settings. Students are provided with many opportunities to respond and activities that are sequenced and allow students' choice. Independent tasks provide students with practice of previously learned knowledge and skills. Students feel respected and safe, co-operate with staff respectfully and treat other students with kindness and respect. They can reach their potential in an optimal teaching and learning environment.

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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)	100%	83%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	83%	80%
their child is making good progress at this school* (S2004)	100%	83%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	83%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	80%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	83%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	83%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	91%	100%
they like being at their school* (S2036)	75%	100%	90%
they feel safe at their school* (S2037)	75%	91%	100%
their teachers motivate them to learn* (S2038)	100%	91%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	89%
teachers treat students fairly at their school* (S2041)	75%	90%	100%
they can talk to their teachers about their concerns* (S2042)	75%	91%	100%
their school takes students' opinions seriously* (S2043)	86%	91%	90%
student behaviour is well managed at their school* (S2044)	63%	73%	90%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	88%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	89%	100%
they receive useful feedback about their work at their school (S2071)	100%	89%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	89%	100%
students are treated fairly at their school (S2073)	100%	89%	100%
student behaviour is well managed at their school (S2074)	100%	89%	100%
staff are well supported at their school (S2075)	100%	78%	100%
their school takes staff opinions seriously (S2076)	100%	78%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	89%	88%
their school gives them opportunities to do interesting things (S2079)	100%	89%	100%

* 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

Each term, student goals are communicated to parents via the Class Dojo app. Parents are provided with an interim report in term 1 and invited to attend a parent-teacher interview. Consultation with parents occurs at these meetings about any curriculum adjustments that are required for identified students. In term 3, parent-teacher interviews are used to discuss student progress and review any curriculum adjustments that have been made.

P&C meetings are held twice a term and during these meetings, the Principal provides a school report outlining the progress made against the annual improvement priorities.

The Principal is an active member of the Springbrook Mountain Community Association and attends meetings each term.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships.
Our Positive Behaviour for Learning Framework, includes being respectful. Students are explicitly taught the elements of respectful relationships.

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	2	0	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Our school recycles paper and materials as much as possible. We monitor the use of air-conditioners. Our water supply comes from tank water on site.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	21,356	
2015-2016	40,028	
2016-2017	24,548	

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	6	0
Full-time Equivalents	3	3	0

Qualification of all teachers

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

*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 $8000.

The major professional development initiatives are as follows:

- Anita Archer – Explicit Instruction
- Growing Great Leaders – QASSP
- Art and Science of Teaching - Marzano

The proportion of the teaching staff involved in professional development activities during 2017 was 50%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 82% of staff was retained by the school for the entire 2017.

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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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 Primary schools was 93%.

Student Attendance Distribution
The proportions of students by attendance range:
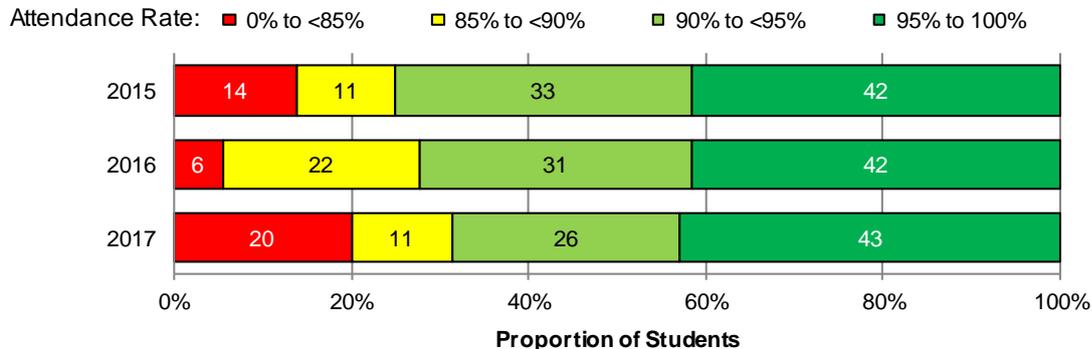
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily. Parents can phone the school and leave a message on our absence message bank if their child is absent. Our attendance officer phones parents who have not advised of a student absence by 9.15am.

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.**

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Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.

Conclusion

Enrolments for 2018 in Prep increased by 100%. We are planning to engage with the early year's network and have a Prep transition plan for 2019 to maintain this rate of enrolment. We attempted to engage a before and after school service in 2017, but were unsuccessful. We are considering introducing some before and after school clubs to cater to working parent needs and attract more enrolments.

A permanent full-time teacher has joined our staff in 2018 on our P-2 class. She brings with her vast experience in the Early Years, Explicit Teaching and is our PBL coordinator. We have engaged an StLaN (Support teacher literacy and numeracy) for 2018 each fortnight to monitor an intervention program and our Arts teacher and Health teacher provide release time each fortnight for collaborative empowerment meetings for staff.

Our teacher aides fulfill varied roles across the school and provide the community with stability, connection and support. Our BM has been appointed permanently in 2018 and we have a Guidance Officer available each fortnight.

Therefore, our school here at Springbrook is a thriving small school, and is continuing on its improvement journey towards excellence.

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