Principal’s foreword

Introduction

Springbrook State School was opened in 1984 and is set in the beautiful, lush Gold Coast Hinterland. We are a small, well-equipped school consisting of an Early Childhood (Multi-age) class consisting of Prep, Year 1, Year 2 and Year 3, while the Senior multi-age class is comprised of Years 4, 5, 6 and 7 students. We have large school grounds and excellent facilities for our students.

Along with beautiful surroundings, we have an excellent staff team who strive to work for the benefit of all students. Our students have exceptional learning opportunities through individualised learning plans and inquiry based tasks. We have a core focus on Literacy and Numeracy. In 2010, national testing in literacy and numeracy (NAPLAN) results saw our students achieving similar to the national benchmarks.

The multi-age composition of classes encourages students to be extended in a supportive, caring school environment. Springbrook State School has achieved pleasing results in staff, parent and student surveys.

We are proud of the way in which our students and staff learn and grow together to achieve positive outcomes.

School progress towards its goals in 2011

Steady progress has been made towards achievement of the school’s key strategic priorities for 2011, which were:

- Increase focus on the KLA areas of the Arts and Science
- Review/align curriculum and pedagogical practices to focus on Australian Curriculum, Essential Learning’s, assessment and reporting relating to improved student performance in Literacy and Numeracy (QCAR, NAPLAN)
- Reduce school’s ecological footprint & increase school’s involvement in sustainable futures initiatives
- High standards of behaviour across the school

The majority of strategies identified to achieve these goals have either been successfully implemented or are in the process of being implemented to ensure Springbrook State School promotes a culture of teaching and learning into 2012.

Several planned facilities improvements have been completed in 2011/2012 including the establishing a vegetable garden that is accessible by students and the resurfacing of the school basketball/tennis court. ICT continues to be an area of priority to address personalised learning and promoting learning beyond the classroom. The school together with the P&C are addressing the purchase of new ICT equipment to meet the ICT needs of students. This has ensured that student learning at Springbrook State School is consistent with the digital revolution of the 21st Century.
Future outlook

Our small school provides the ideal seamless curriculum for our students throughout our multi-age classes. Students continue to participate in learning activities which are aimed at their individual development. Our small class sizes allow for greater staff interaction with students and more focussed learning activities.

Springbrook State School will continue to have a strong emphasis on Literacy and Numeracy. Staff will be working throughout 2011 towards becoming familiar with the Australian Curriculum, and in 2012 will start the implementation phase of this curriculum.

Consistent with Education Queensland expectations, our 2012 Strategic Objectives are focussed on an explicit improvement agenda. Specifically, we aim to:

- Action the recommendations of the Teaching and Learning Audit
- Work towards implementation of Australian Curriculum
- Implement and review the school’s NAPLAN strategy
- Focus on Indigenous student performance
- Continue to develop expertise within our staff
- Manage the use of One School as the operational environment for school data, plans and financial operations.

Strategies for achieving these objects have been identified within the school’s Operational / Strategic Plan 2012 and are well on the way to being implemented.

Springbrook State School will continue to monitor its educational goals through data collection. Teachers will engage in analysis of school performance against criteria and indicators of achievement. This will constantly be reviewed to inform future curriculum decisions to benefit learning outcomes for our students.

Staff at Springbrook State School will develop a clear vision for learning within the school, coupled with a strong set of values relevant to the context of the students and school environment.
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep – Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>16</td>
<td>15</td>
<td>79%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student body at Springbrook State School is generally middle class. Students at the school come from a number of family backgrounds that includes professionals to trades people. Approximately half the families work on Springbrook Mountain. There are some indigenous students within the school community. The school also caters for students with learning difficulties or special needs.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>17</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>0</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>0</td>
</tr>
<tr>
<td>All Classes</td>
<td>17</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

- Multi-age teaching philosophy
- Strong emphasis on Literacy and Numeracy
- Integrated units of work based on Science, SOSE and the Arts
- Music classes
- Full time teacher and full time teacher aide supporting Early Years Curriculum
- Mathletics for every student in Prep to Year 7
- Reading Eggs for every student in Prep – Year 5
- Sporting and cultural celebration days with a network of local small schools
- Swimming Program – Term 4

## Extra curricula activities

- After School Sports Program/s
- Glee Club Music Program
- Gardening Club
- CPR for students
- Footsteps Dance Program
- Hinterland Small Schools Cultural Activities eg. Healthy Rivers Day
- Tallebudgera Beach School – Day Program
- PCYC Bike Education – Day Program
- Arts Council performances in conjunction with Numinbah Valley State School
- Under 8’s Day Celebration
- Book Week Celebration Activities
- Visits from: Spinal Education Awareness Team, Animal Welfare Education Program.

## How Information and Communication Technologies are used to assist learning

In 2011/12 the school continues to use 14 laptop computers (purchased in 2010) to assist learning. These computers are used to give access to the internet, for research and use of online learning programs such as Mathletics and Reading Eggs. Parents of all students in Prep to Year 7 subscribe to Mathletics and this program is used to complement the classroom mathematics curriculum. In 2011, the school has continued its subscription to Reading Eggs as for students in the lower year levels. It continues to be a very useful learning tool that is helping to promote literacy knowledge and understanding in our children.

Students use digital cameras to both record learning, and to facilitate learning. Photo Journal writing is done in the Senior Class, where a student chooses something of interest to photograph for their class to use as a writing stimulus. In the Junior class, digital cameras are used by teachers to observe and record student engagement in the wide range of learning opportunities provided within our play-based and experiential Early Years curriculum.

At the end of 2010, Springbrook State School purchased a Wii and teachers are investigating the use of this technology to support academic learning. Students currently enjoy using this device during wet weather lunch times and it encourages physical movement and activity whilst indoors.

Each of our two classrooms uses an Interactive Whiteboard to provide a range of learning experiences for students. This technology allows students to engage actively in digital learning pedagogies that are consistent with learning in the 21st Century.

Students also have the opportunity to use online learning environments for the purpose of learning. These include virtual classrooms.
Our school at a glance

Social climate

Springbrook State School has a small school atmosphere of friendliness, care and community. Our multi-age context means that students of all ages learn and play together; this brings benefits in social development as students communicate, negotiate, co-operate and develop friendships.

The school has a Responsible Behaviour Plan for Students and the expectations and responsibilities of all members of the school community are made known and are consistently applied. The majority of parents are supportive of this and productive home-school relationships have been forged.

80% of parents stated in their school survey that their child is happy to go to this school.

Springbrook State School has established a partnership with EdLinQ. EdLinQ is an initiative of Education Queensland and Queensland Health that is aimed at providing support for Mental & Emotional Health in schools. At Springbrook State School, EdLinQ provides a free monthly Parent Information / Drop In service where a mental health nurse presents a short talk about an area of interest eg. Children’s Anxiety and is available for confidential consultation and advice regarding Mental & Emotional Health services. The mental health nurse from EdLinQ also conducts sessions with students in Senior Class once or twice per term, dealing with strategies for understanding and coping with varying emotions/feelings, relaxation techniques etc.

Parent, student and teacher satisfaction with the school

Parents, students and teachers rate their overall general satisfaction with the school highly.

Parents and students are reasonably happy with student outcomes, curriculum, pedagogy and the learning climate of the school, as well as resource and school community relationships.

Teachers are very happy with their work role and report that staff morale is consistently high. They are satisfied with their access to professional development and relationships that contribute to their sense of work value and recognition.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>45%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td></td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>50%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>80%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

At Springbrook State School parents are encouraged to be actively and positively involved with their child’s education. Parents are invited to share in and celebrate their child’s learning, including parent partnership days three times per year and sporting events such as Cross Country. Parents are offered formal parent-teacher meetings twice a year and teachers are available for appointments at any time throughout the year to discuss children’s progress. Parents are encouraged to oversee children’s homework tasks and are helped to be aware of what is happening in their child’s classroom through regular school newsletter items relaying information about current learning focus areas.

Springbrook State School has an active P&C Association that is made up of a small, dedicated band of parents. In 2011, the P&C successfully worked towards fundraising to assist the school to purchase equipment for the school. They remain committed to supporting learning outcomes and are a valued asset to the school.
In 2011/12, parents were involved in building and developing a vegetable garden that is accessible by all students. The school has worked with and been assisted by the local Landcare Group and parents to source a suitable location for this vegetable garden as well as manage the vegetables that are planted in this garden.

Parents have also been integral in establishing and maintaining a butterfly garden to the rear of the senior classroom. This garden is a valuable resource for students to investigate living things and life cycles in the subject area of science. These gardens will be a lasting legacy in years to come, of the collaborative strength of the parent-school relationship that exists at Springbrook State School.

Reducing the school's environmental footprint

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

Springbrook State School maintains a high emphasis on being environmentally aware.

As there is no town water supply, we rely on rainwater tanks and water pumped from the local creek for toilet facilities. The school is fitted with an Enviro-Cycle system for sewerage.

The school produces a limited amount of refuse that is taken to the local land tip and we take steps to recycle paper products within the school's office procedures.

During 2010, the school was fitted with Solar Panels on the roof of the Junior Block under the Solar Schools Program. These panels generate power that supplies the school and any excess feeds back to the mains electricity grid. It is anticipated that this will have a significant impact on our environmental footprint over time.

Many of the common fluorescent light tubes in the classrooms continue to be replaced with energy saving bulbs.

We have established and maintained a Rainforest Garden throughout 2011 that will, in time, add to the rainforest environment of the local area, provide a habitat for native wildlife, and allow for environmental learning opportunities.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>18,440</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>23,818</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-23%</td>
<td>NA</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>9</td>
<td>5</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3.2</td>
<td>2.5</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>9</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $7,291.85.
The major professional development initiatives are as follows:

- National Curriculum
- Literacy and Numeracy
- Understanding Learners – Special Needs / Disabilities / Behaviour
- Greenheart Cluster professional development activities mentoring / peer learning
- Teacher collaborative planning activities

The proportion of the teaching staff involved in professional development activities during 2011 was 90%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

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

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

The overall attendance rate for all Queensland state schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>99%</td>
<td>87%</td>
<td>88%</td>
<td>77%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Springbrook State School complies with the abovementioned policies regarding student absences and roll marking.

Class rolls are marked twice daily and attendance data is entered regularly onto the departmental computer system. If a student is absent without explanation for 2 consecutive days, a telephone call is made to the student’s parent to enquire about their welfare and whereabouts. A written explanation or telephone message is expected to be received from parents for any whole day or part day of absence from school.

Students arriving late are required to be signed in by a parent to our Late Arrivals book.

Students leaving early are required to be signed out by a parent to our Early Departures book.

These records are used daily to update student attendance.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](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 says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

Indigenous student enrolment at Springbrook State School is below the reporting threshold, therefore, specific data is not reported in the interests of privacy.