

Springbrook State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

I have much pleasure in presenting the Springbrook State School Annual Report for 2015. This report outlines the school's achievements during the year and our plans for 2016. It includes data about the school's teaching and learning programs, school opinion surveys and staff professional development. As a school, we are very proud of our ongoing commitment to continually strive for excellence.

Springbrook State School is a vibrant small school positioned in the middle of the Springbrook Mountain plateau, on 3.2 hectares of land near the World Heritage listed Springbrook National Park, a short 20 minute drive from Mudgeeraba. Springbrook State School is unique – a small, inclusive school community with all the benefits of a larger school, servicing its local community.

Springbrook State School has enjoyed another successful year, building on the safe and supportive learning environment established and maintained through *Positive Behaviour for Learning*. As a school community we are very proud of our school and the manner in which we continue to provide access to a quality education with all the benefits of a large school within a small school setting. Springbrook State School provides a seamless education through our multi-age, small school context. Students are participating in learning activities and curriculum goals targeting individual achievement and development. Personalised learning is a feature of our commitment to improved student learning outcomes for all.

As a staff and school community, we believe that by providing a quality education with high standards within a supportive small school environment, students at Springbrook State School are 'learning and growing together'.

School progress towards its goals in 2015

Our 2015 School Priorities were to enhance the academic achievement of our students through the following provisions:

- Every student will achieve the National Minimum Standard for literacy and numeracy for their year level or will have an evidence-based plan, developed by our school, in place to address their specific learning needs.
- Mean Scale Score is comparable to the National score or is improving at a greater rate than the rate of improvement of the National mean without school results being above National Minimum Standard.
- Every student's learning and achievement will be monitored through the provision of a rigorous assessment and monitoring program of achievement in literacy and numeracy to inform specific teaching practices to meet individual student need.
- Attendance rates for all students will be 95% or above with 0% unexplained absences.
- The development of a formalised, school-based policy/program to embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.

2015 – Year 3 NAPLAN

n = 6	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
At or Above NMS	100%	100%	83% *	100%	100%
Upper 2 Bands	67%	50%	50%	67%	33%

* ICP in use within this cohort

2015 – Year 5 NAPLAN

n = 4	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar and Punctuation</i>	<i>Numeracy</i>
At or Above NMS	100%	75%*	100%	100%	100%
Upper 2 Bands	50%	0%	75%	25%	25%

* ICP in use within this cohort

Throughout the year, Individual Curriculum Plans were designed and implemented for teaching, assessing and reporting for students achieving at least one year above or below their year level. Authentic collaboration between parents, teaching and specialist staff enabled this to occur.

Attendance during the 2015 school year averaged at 91.7% with only four students in the whole school cohort with unexplained absences. This is a dramatic improvement and reduction in unexplained absences from the previous year when there were 17 students with unexplained absences.

Future outlook

Our Explicit Improvement Agenda for 2016 is to:

- Enhance the academic achievements of students in reading through a sharp and narrow focus on developing student skills within inferential comprehension.
- Enhance the academic achievements of students in numeracy through the implementation of a school-wide number facts program that explicitly teaches skills and strategies in a sequential manner with both vertical and horizontal alignment of concepts.
- embed the culture, climate, processes and protocols of classroom observation and feedback based on *The Art and Science of Teaching* by Robert Marzano to support professional development and encourage reflective practice/action learning
- provide education for parents of pre-Prep students through school-based Playgroup facilitated by a teacher aide and affiliated with Playgroup Queensland, to support the development of oral language and early literacy and numeracy skills at home

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	21	9	12	3	87%
2014	29	13	16		90%
2015	33	15	18		94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Springbrook State School is a coeducational state government primary school with students from Prep to Year 6. It attracts a wide variety of students. The majority of our student body generally are from a middle class background with one or two parents working and predominantly English speaking. The ICSEA rating which reflects a school community's social/economic status is 1061 which is 61 points above the national average. Most families have good access to technology and our school is committed to utilising digital communication methods with parents and caregivers. Students within our school are well-rounded community citizens who actively participate in a range of curricular and extra-curricular activities. Parents are extremely supportive of opportunities for student participation being offered and utilised by students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	8	12	13
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

We acknowledge the changing ways in which young people learn and the challenges that will continue to shape their learning in the future. The curriculum is important in defining what will be taught, what will be taught, what students need to learn and the expected quality of that learning.

At Springbrook State School we draw the curriculum from:

1. The Australian Curriculum – which sets the expectations for what all Australian students should be taught, regardless of where they live or their background, and
2. The Queensland Curriculum and Assessment Authority (QCAA) whose role is to determine procedures and implement quality assurance for Queensland's system of continuous school-based assessment.

High expectations are set for every student as we encourage and support them to reach their full potential. To attain this goal, quality learning experiences are delivered and rigorous assessment practices are employed.

Components within our curriculum offerings include:

- multiage teaching philosophy
- embedded use of ICTs in all curriculum areas
- Specialist Languages Other than English (LOTE) Japanese in years P-6
- Swimming instruction (annually) for all students
- Individualised transition programs with Robina State High School
- Academic extension programs for identified students in collaboration with schools in the Green Heart Cluster
- Sporting, Science and Cultural Celebration Days within the Hinterland Small Schools' Cluster

Extra curricula activities

- Year level excursions to complement class curriculum offerings
- Gardening Club utilising the Stephanie Alexander Kitchen Garden program of resources
- Tallebudgera Beach Safety and Awareness
- Book Week Celebration and activities
- Fundraising events for community organisations

How Information and Communication Technologies are used to improve learning

Our school has a strong commitment to the use of ICTs to enhance the teaching and learning environment within our classrooms. All of our classrooms have an interactive whiteboard that is connected to the school's computer network. In addition to this, there is almost 1:1 access to laptop computers for all students. Our school has invested in a bank of 15 iPads to enhance student learning. These computers and devices enable our students to learn in multiple modes and enhance their curriculum in a meaningful way.

Wireless network access is available throughout the school in the classrooms, library and administration block. This gives teachers and students the ability to work in a flexible mode.

Every student within the school is able to utilise online learning to assist in their capability development. Students access 'The Learning Place' and 'EdStudios' along with 'Mathletics' and 'Literacy Planet' as part of their curriculum learning.

Social Climate

Springbrook State School possesses a small school atmosphere of friendliness, care and community. Our multi-age context enables students of all ages to learn and grow together, bringing about opportunities to develop socially as students communicate, negotiate, cooperate and develop friendships across all year levels and ages.

Within its small school context, Springbrook State School can and does provide individualised care and support for each and every student. Every staff member knows every student, the children all know each other and friendships are continued beyond the school gate.

Our school provides a safe, secure and caring environment for students, families and staff to work and learn together. As a school, we have implemented a 'Positive Behaviour for Learning' platform to support positive behaviour in classrooms and in the playground. We have an active and supportive parent body and community body who work proactively with our school to support our students. We have a zero tolerance for bullying in any form and the current Responsible Behaviour Plan for Students outlines the roles and responsibilities to support this. 100% of parents indicated that their child feels 'safe at our school' and that 'student behaviour is well managed.' 100% of staff indicated that 'student behaviour is well managed at their school.'

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	90%	100%	100%
this is a good school (S2035)	90%	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%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	100%	100%
teachers at this school motivate their child to learn (S2007)	90%	100%	100%
teachers at this school treat students fairly (S2008)	90%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	90%	100%	100%
this school works with them to support their child's learning (S2010)	90%	100%	100%
this school takes parents' opinions seriously (S2011)	90%	100%	100%
student behaviour is well managed at this school (S2012)	90%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	88%	100%
they like being at their school (S2036)	100%	100%	75%
they feel safe at their school (S2037)	100%	88%	75%
their teachers motivate them to learn (S2038)	100%	100%	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%	100%
teachers treat students fairly at their school (S2041)	100%	100%	75%
they can talk to their teachers about their concerns (S2042)	100%	100%	75%
their school takes students' opinions seriously (S2043)	100%	86%	86%
student behaviour is well managed at their school (S2044)	100%	75%	63%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	83%	88%	88%
their school gives them opportunities to do interesting things (S2047)	100%	88%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	100%	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%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	88%	100%
student behaviour is well managed at their school (S2074)	100%	75%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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 Springbrook State School, parents are encouraged to be actively and positively involved in their child's education at school. It is our belief that successful education is a partnership between the parent/s, student and school. Parents are invited to share in and celebrate their child's learning in a variety of formats.

Effective communication between school and home enables parents to be aware and informed what is happening within the school. We communicate extensively throughout our community by utilising email, Facebook, regular newsletters, weekly assemblies, academic reports and formalised interviews throughout the year. Our teaching staff and specialist staff regularly meet with parents to support students with a range of diverse learning needs, including students verified with a disability and/or a learning difficulty. Individual Curriculum Plans were implemented through collaboration and consultation with appropriate parties to best support individual student learning needs. Students were able to access outside school opportunities to complement provided curriculum offerings.

All parents are invited and encouraged to join the Springbrook State School Parents and Citizen's Association. This is a vibrant and active partnership within the school's parent body that supports the provision of quality education and resources for our students. They are committed to supporting quality learning outcomes for students and are a valued asset to our school.

Reducing the school's environmental footprint

Springbrook State School continues to be an environmentally aware and responsible school. As there is no town water for the school site, we are reliant on rainwater tanks and water that is pumped from the local creek for toilet facilities. Our school is equipped with a waste-management system for sewerage.

Our school produces a small amount of refuse that is taken to the local transfer station. Steps are taken by all throughout the school to enable us to be sustainable, with as little impact on the environment as possible. This is achieved through our use of solar panels, extensive recycling program, chickens, compost and worm garden for food waste and the sensible use of all resources.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	22,336	0
2013-2014	22,096	0
2014-2015	21,356	

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

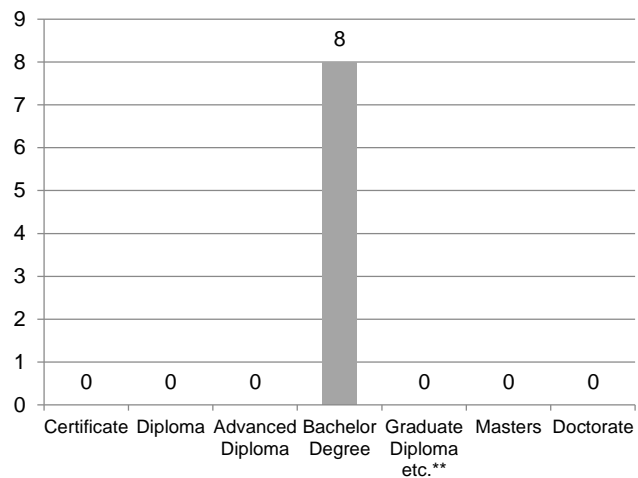
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	6	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	8



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$2,145

The major professional development initiatives are as follows:

- National Curriculum and its implementation
- The Art and Science of Teaching (Marzano)
- Positive Behaviour for Learning
- First Aid
- Greenheart Cluster collaboration
- Hinterland Small Schools' Cluster collaboration
-

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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 2015 school year.

School income broken down by funding source

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

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	71%	63%	

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

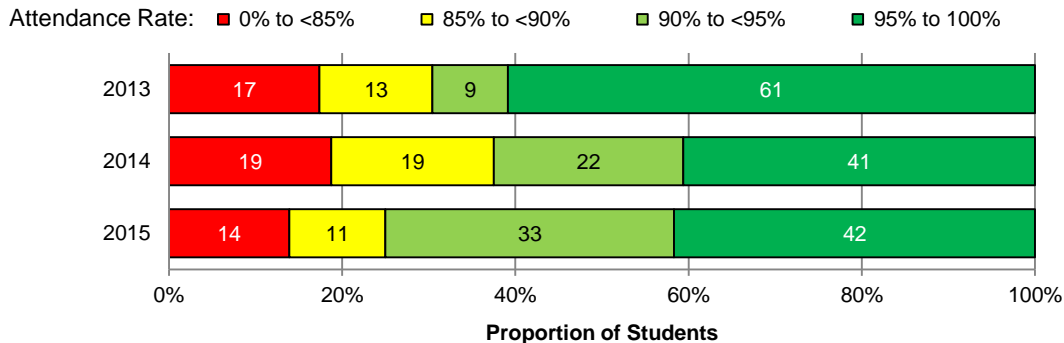
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	DW	98%	94%	94%	83%	89%	88%	DW					
2014	97%	84%	95%	91%	87%	90%	89%	95%					
2015	91%	94%	89%	96%	94%	88%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

Springbrook State School complies with the above mentioned policies regarding student absences and roll marking. Class rolls are marked electronically, twice daily in OneSchool. All students arriving late or departing early must be signed in/out through the school administration office. "It is not okay to be away" and all student absence is required to be explained through a written note, email or phone call by a parent. When received, these details are then entered onto OneSchool as a record of absence. All unexplained absences are followed up with a phone call, text or letter with the details also entered onto OneSchool.

Everyday Counts and parents are made aware of their responsibilities regarding student attendance through multiple methods including the school Facebook account, fortnightly newsletter and weekly assembly.

Positive student attendance is recorded, acknowledged and celebrated publicly. All students with = or >95% attendance per term are awarded with a certificate generated through OneSchool, published in our newsletter and celebrated on Assembly. Positive attendance that meets the criteria of = or >95% is recorded as a Positive Behaviour.

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

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

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

Find a school

Sector:

Government

Non-government

Where it says '**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.