



Springbrook State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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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, and 2; and the Senior Class comprised of Years 3, 4, 5, and 6. 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 Forward

Introduction

This report outlines Springbrook State School's achievements during the 2016 year and our plans for 2017. 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 unique – a small, inclusive school community with all the benefits of a larger school, servicing its local community. It has enjoyed another successful year, building on the safe and supportive learning environment established and maintained through *Positive Behaviour for Learning*. 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 2016

Our 2016 School Priorities were identified to enhance the academic achievement of our students and invest in the capabilities of our staff members through the following provisions:

Priority	Provision	Progress
An expert teaching team	Provide professional development and coaching to deepen teacher's understanding of the Australian Curriculum: English with resourcing to support	Completed

Analysis and discussion of data	Provide opportunities and supporting processes for robust intra-school and inter-school moderation	Implemented – yet to be completed
	Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching	Completed
Effective pedagogical practices	Refine the school pedagogical framework (based on the Art and Science of Teaching) and embed it as the shared language of teaching and learning	Completed
School-community partnerships	Provide education for parents of pre-prep students to support the development of oral language and early literacy and numeracy skills at home	Completed
Systematic curriculum delivery	Develop a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention	Completed

Future Outlook

The Priority Learning Areas for 2017 have been identified as:

- 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.

Priority: Systematic Curriculum Delivery - English

Actions	Targets	Timelines
develop a whole school approach to teaching literacy to support the teaching of literacy across all learning areas	approach embedded	end of 2017
increase teachers' repertoire of effective strategies for teaching phonological awareness, text processing and comprehension across learning areas	PD completed	end of 2017
use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress within English in the early years	Early Start utilised	end Term 1 end Term 4
implement an oral language program, 'Book Talk' for use in Prep and Year 1	implemented	ongoing

Priority: Expert Teaching Team

Actions	Targets	Timelines
employ a Curriculum Implementation Officer (0.15 FTE) to build teacher capability in implementing the Australian Curriculum and differentiating the curriculum to meet individual needs, and to update whole school curriculum documents	30 days utilised in the year	Semester 1: FTE 0.2 Semester 2: FTE 0.1
develop 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	Termly planning sessions	Embedded by end 2017
build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans	Relevant and appropriate ICP for identified students	End of Semester 1

Priority: Effective Pedagogical Practices

Actions	Targets	Timelines
provide professional development and coaching to deepen teachers' understandings of the Australian Curriculum: English learning area and provide targeted and scaffolded instruction to secure highly effective first teaching of essential English concepts and skills in every classroom	all teachers participating	end of 2017
refine the current pedagogical framework based on the Art and Science of Teaching (Marzano) to specifically include the elements of Explicit Teaching and embed it as the shared language of teaching and learning	Updated framework published	end of Semester 2
provide TRS to enable triads of teachers/leaders to engage in collaborative planning, data inquiry, action learning, classroom visits and professional conversations	all teachers participating	end of Semester 1

embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning

all teachers participating

end of 2017

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	29	13	16		90%
2015*	33	15	18		94%
2016	33	15	18		85%

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 2016, 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

Overview

Springbrook has a proud tradition of providing inclusive education, celebrating a diverse student population including students identified with a disability, students with English as their second language and students in non-traditional family representations.

The majority of our student body are generally from a middle class background with one or two parents working and predominantly English speaking. 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	17	16
Year 4 – Year 7			
Year 8 – 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.

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 students need to learn and the expected quality of that learning.

At Springbrook State School we draw the curriculum from:

- The Australian Curriculum – which sets the expectations for what all Australian students should be taught, regardless of where they live or their background, and
- 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
- Explicit teaching of Positive Behaviour for Learning
- 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

Co-curricular Activities

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

How Information and Communication Technologies are used to Assist Learning

Springbrook State School is preparing students for the future with teachers actively utilising ICTs to enhance the teaching and learning environment within our classrooms. All classrooms have an interactive panel and there is 1:1 access to laptop computers for all students and 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 enabling flexible modes of learning.

Social Climate

Overview

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.

Springbrook has developed a culture that is disciplined, inclusive and supportive. Teachers maintain classroom environments that are child-centred and supportive of the social and emotional development of their students. 'Positive Behaviour for Learning' forms the basis of our behaviour management program with clear links to our school expectations. It is expected that all students at Springbrook know our school's expectations, can provide examples of school rules linked to these expectations and continually model our expectations in all school settings.

School opinion on the whole remains positive with 100% of parents indicating that 'their child feels safe at this school' and that 'their child likes being at this school.' 100% of staff indicated that 'they enjoy working at this school.'

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	83%
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%

Performance measure			
Percentage of parents/caregivers w ho agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	100%	100%	83%
their child is making good progress at this school* (S2004)	100%	100%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	83%
teachers at this school provide their child w ith useful feedback about his or her school w ork* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
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 w orks 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 w ell managed at this school* (S2012)	100%	100%	83%
this school looks for w ays to improve* (S2013)	100%	100%	100%
this school is w ell maintained* (S2014)	100%	100%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	100%	91%
they like being at their school* (S2036)	100%	75%	100%
they feel safe at their school* (S2037)	88%	75%	91%
their teachers motivate them to learn* (S2038)	100%	100%	91%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them w ith useful feedback about their school w ork* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	75%	90%
they can talk to their teachers about their concerns* (S2042)	100%	75%	91%
their school takes students' opinions seriously* (S2043)	86%	86%	91%
student behaviour is w ell managed at their school* (S2044)	75%	63%	73%
their school looks for w ays to improve* (S2045)	100%	100%	100%
their school is w ell maintained* (S2046)	88%	88%	100%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff w ho agree# that:	2014	2015	2016
they enjoy w orking at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in w hich to w ork (S2070)	100%	100%	89%
they receive useful feedback about their w ork at their school (S2071)	89%	100%	89%
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%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
students are treated fairly at their school (S2073)	88%	100%	89%
student behaviour is well managed at their school (S2074)	75%	100%	89%
staff are well supported at their school (S2075)	100%	100%	78%
their school takes staff opinions seriously (S2076)	100%	100%	78%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	89%
their school gives them opportunities to do interesting things (S2079)	100%	100%	89%

* 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 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 are implemented through collaboration and consultation with appropriate parties to best support individual student learning needs.

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.

Respectful relationships programs

Our school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We recognise that these relationships are developed through explicit teaching embedded within our Positive Behaviour for Learning program. Students engage with a 'Focus of the Week' targeting a specific skills/rule/behaviour focusing on a range of respectful, learning and safety expectations.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	2	0
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	22,096	0
2014-2015	21,356	
2015-2016	40,028	

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.

Find a school

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	6	0
Full-time Equivalent	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.**	1
Bachelor degree	7
Diploma	
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 2016 were \$12,626.49

The major professional development initiatives are as follows:

- Details undertaking professional learning activities to improve pedagogical practices: Magic Words 100, Information Technology Conference, Explicit Instruction (Archer),
- Engaging in collegial processes with peers: Fierce Conversations, Collaborative Teams that Transform Schools (Marzano), Happy School,
- Engaging with school leaders in supervision and professional development discussions: Coaching, Future Leaders Symposiums
- Required: First Aid, Administrative practices.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

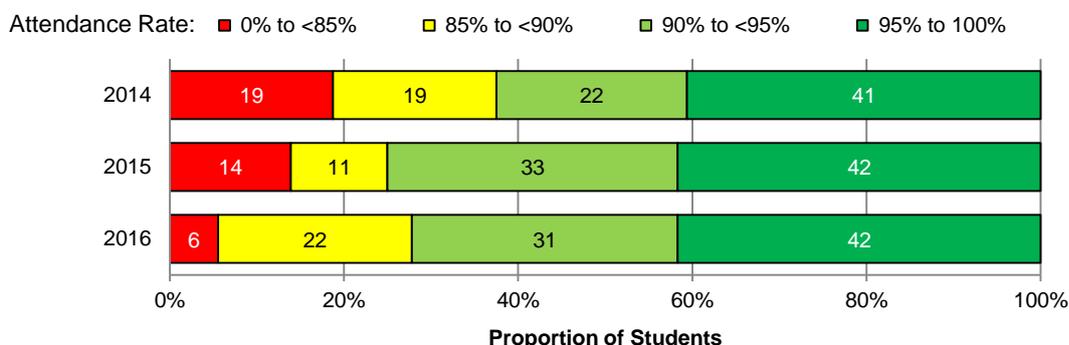
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	97%	84%	95%	91%	87%	90%	89%	95%					
2015	91%	94%	89%	96%	94%	88%	91%						
2016	88%	91%	95%	95%	95%	94%	91%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



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 believes that a disciplined, supportive and engaging learning environment assists in maximising student attendance. 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 on the day with the details also entered onto OneSchool.

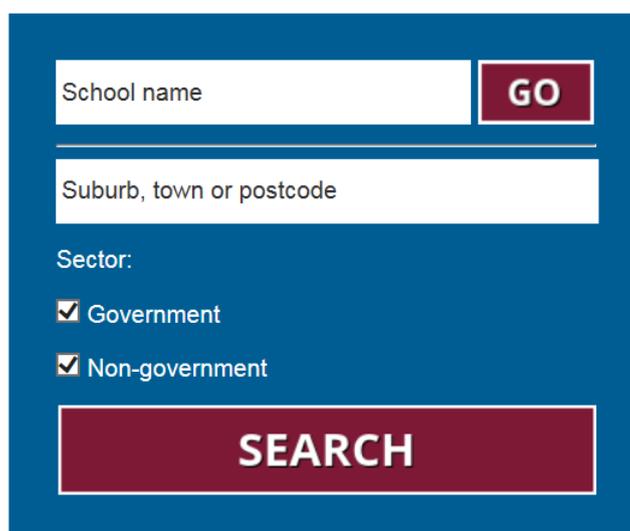
Everyday Counts and parents are made aware of their responsibilities regarding student attendance through multiple methods including the school Facebook account, fortnightly newsletter and weekly assembly. Positive student attendance is recorded, acknowledged and celebrated publicly. All students with = 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.

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.

Find a school



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

Springbrook State School aims to achieve optimal educational outcomes for every student. We believe that every student is capable of learning and has a right to do so in a calm and supportive learning environment. We maintain and develop a small school atmosphere of friendliness, acceptance, care and offer many opportunities to engage the community in an effort to improve student learning outcomes.

We appreciate the work and efforts of our dedicated teaching and non-teaching staff and the partnership of our school community in helping us realise our 2016 goals and assisting to set our strategic goals for 2017.