

Springbrook State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Tilleea Hoskins, Principal

### 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'.

### School progress towards its goals in 2018

The improvement plan for 2018 included 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

The initiation of a research and development process toward the implementation of a whole school curriculum, assessment and reporting framework began in 2017 and was at the forefront for 2018. In addition and following on from the school review several recommendations, strategies were used to guide and support school improvement across the year and into the future. Improving teaching, learning and student achievement continue as significant goals at Springbrook and the framework supports the department's priorities toward embedding a workable curriculum, assessment and reporting framework for the end of 2020. This work continues in order to ensure alignment and to facilitate tracking of standards and student achievement. This collaboration will continue beyond 2018 and remain a priority for the school's improvement agenda moving forward. Reading and writing carried over from the 2017 school year as priorities have continued to be implemented with staff. The Principal embarked on work around embedding a Pedagogical Framework into the teaching and learning at the school and professional development around reading to build staff capacity was facilitated during 2017 with work continuing into the future reviewing and monitoring results and efficacy. Allocating groups, timetabling and staffing were consistently revisited however reasonably sound results continued.

### Future outlook

The improvement plan for 2019 provided opportunity for a sharp and narrow focus on the following:

- School Performance: Build data literacy of teachers to use disaggregated student performance data to intentionally plan for all students.
- Teaching Quality: Implementing Anita Archer's Explicit Instruction and the School's Pedagogical Framework.

Staff are using intentional collaboration to align all teaching and learning to the school's pedagogical framework with precision. Through the continued implementation of the pedagogical framework staff are building capacity and working on strengths to analyse student data. Springbrook are utilising Greenheart Cluster and Hinterland Schools collaboration to intentionally ensure all students are succeeding.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	33	28	28
Girls	15	10	9
Boys	18	18	19
Indigenous			
Enrolment continuity (Feb. – Nov.)	85%	90%	82%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

## Characteristics of the student body

### Overview

Our student body consists of students from the local area in Springbrook. The ICSEA of our students is 1082. We are an inclusive school with students from varying backgrounds with differing needs such as EAL/D and students' with disabilities.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	16	14	16
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

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

- 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 positive and proactive 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.

### Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	83%	100%	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)	83%	80%	100%
• their child is making good progress at this school* (S2004)	83%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	83%	100%	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%	80%	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 works with them to support their child's learning* (S2010)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	100%	100%	75%
• student behaviour is well managed at this school* (S2012)	83%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	83%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	100%	100%
• they like being at their school* (S2036)	100%	90%	100%
• they feel safe at their school* (S2037)	91%	100%	100%
• their teachers motivate them to learn* (S2038)	91%	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%	89%	100%
• teachers treat students fairly at their school* (S2041)	90%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	91%	100%	100%
• their school takes students' opinions seriously* (S2043)	91%	90%	100%
• student behaviour is well managed at their school* (S2044)	73%	90%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	90%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	89%	100%	100%
• they receive useful feedback about their work at their school (S2071)	89%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
• students are encouraged to do their best at their school (S2072)	89%	100%	100%
• students are treated fairly at their school (S2073)	89%	100%	100%
• student behaviour is well managed at their school (S2074)	89%	100%	100%
• staff are well supported at their school (S2075)	78%	100%	100%
• their school takes staff opinions seriously (S2076)	78%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	89%	88%	100%
• their school gives them opportunities to do interesting things (S2079)	89%	100%	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 education 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. Students and families are a part of an inclusive environment where proactive communication skills and strategies are utilised.

## School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	1	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Springbrook is located in a National Park and it is at the forefront of the school to work with the community to ensure we are reducing our environmental impact. We utilise paperless homework, are implementing a composting program and regularly recycle paper and reduce waste.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	40,028	24,548	22,732
Water (kL)			

Note:

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

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

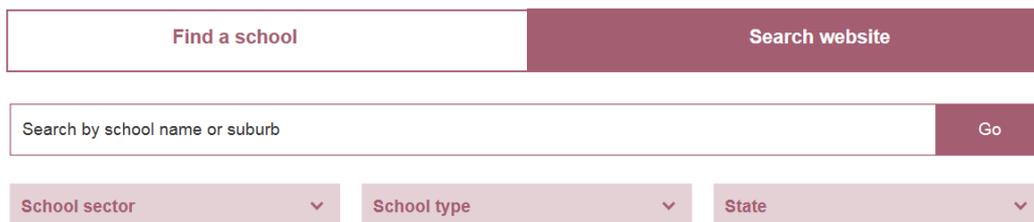
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

#### *How to access our income details*

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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



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



Note:

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

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	7	6	<5
Full-time equivalents	3	2	<5

\*Teaching staff includes School Leaders.

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

### Qualification of all teachers

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

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	7	
Diploma	1	
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8000.

The major professional development initiatives are as follows:

- Anita Archer – Explicit Instruction
- Growing Great Leaders – QASSP
- Teaching of Reading and Writing

The proportion of the teaching staff involved in professional development activities during 2018 was 80%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school			

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

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

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

Year level	2016	2017	2018
Prep	88%	94%	89%
Year 1	91%	94%	90%
Year 2	95%	92%	94%
Year 3	95%	93%	92%
Year 4	95%	DW	91%
Year 5	94%	94%	DW
Year 6	91%	91%	97%

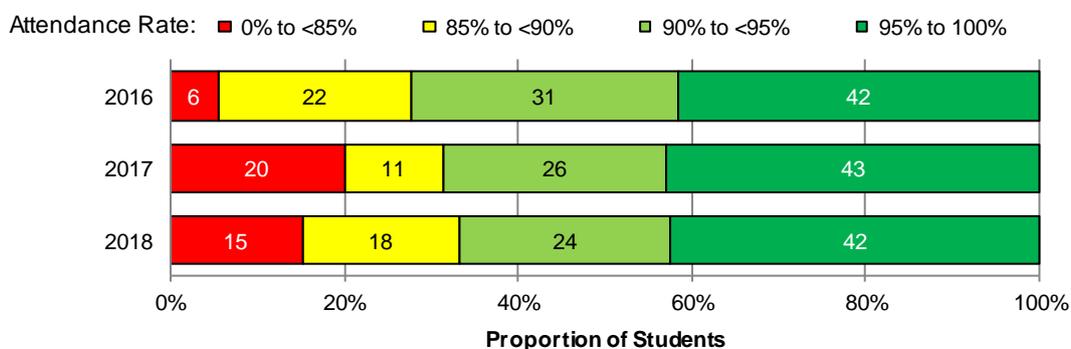
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll](#)

[Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

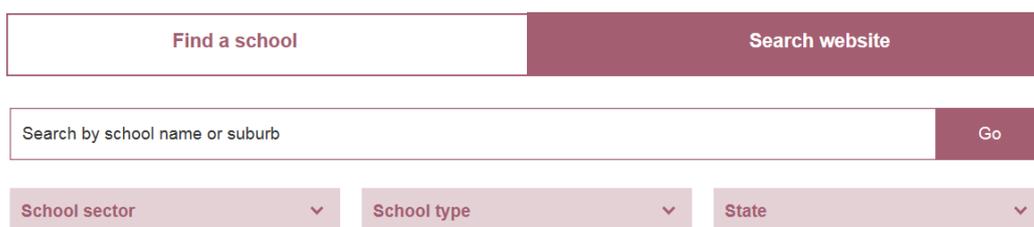
Class rolls are marked twice daily. Parents are called if a student is away and have the option to contact the school to leave a message. Teachers proactively have meetings with parents about attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.