



SPRINGFIELD CENTRAL STATE SCHOOL

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



**Queensland
Government**

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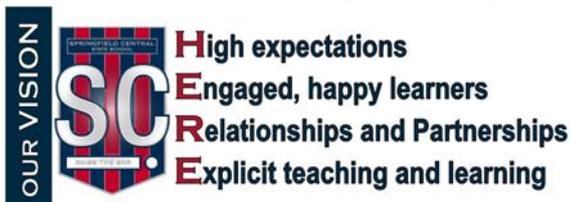
FROM THE PRINCIPAL

School overview

In 2011, we opened our doors for the very first time; we took the best of the old and combined it with the best of the new to establish an amazing place of learning where students and staff are challenged to Raise the Bar both individually and collectively. We are a school where **Staff Can TEACH and Students Can LEARN**, a school with a culture so strong and a vision so clear and where students are always at the core.

As in Independent Public School we commit to being unrelenting in our quest to be innovative and to give back to the system. With rapid enrolment growth the school has grown from 103 students in our inaugural year to close to 900 in 2018. From the onset our driving force was the establishment of the Springfield Central Way incorporating traditions, artefacts, policies and procedures and culture in its many forms. We are very proud of the reputation we have established and commit to sustaining it. This reputation is underpinned by our vision and the dedication and professionalism of our amazing staff, students and community. As one entity, we are motivated by high expectations.

The foundations at Springfield Central run strong; high expectations, engaged happy learners, relationships and partnerships and explicit teaching and learning coupled with our signature programmes in technology and thinking.



combined with our signature programs

Technology and thinking

together we will get T.H.E.R.E.



We are closing in on the mid-way mark of the 2018 – 2020 Strategic Plan, which identifies four faces for the four years. We have articulated to our community expected outcomes for 2020, which were formulated collectively. Our school culture and SC Way were driving factors in the development of what we KNOW at Springfield Central State School. We commit to Keeping No Matter What, our culture and SC Way as the foundation for delivering on our Strategic Plan.



School progress towards its goals in 2018

The following **PRIORITY AREAS** addressed in the 2018 Annual Implementation Plan are listed with the identified strategies and key actions. (F = full implementation) (P = partial implementation) (NY = not yet implemented)

Four Faces Improvement priority: **EVERY STUDENT LEARNING AND PROGRESSING**

Measures:

'Raise the Bar': READING

- Improve Year 3 NAPLAN Reading U2B from **47.2%** - similar to State Schools (**48.9%**) (**51.6% National**)
- **ACTUAL 64.8%**
- Year 3 NAPLAN Reading NMS **96.3%** to **100%** (**Regional target**)
- **ACTUAL 100%**
- Improve Year 5 NAPLAN Reading U2B from **28.3%** to similar to state schools (**35.6%**) (**37% National**)
- **ACTUAL 25.8%**
- (NOTE: 2015 Year 3 cohort = current year 5s data **46.7%** U2B and **94.7%** NMS)
- Improve Year 5 NAPLAN Reading NMS from **95.7%** to **100%**
- **ACTUAL 97.7%**

Strategy: Utilise the school improvement model to ensure every student at Springfield Central State School reads, achieves and succeeds through an approach that inspires a life-long passion for reading.

ACTIONS	Facilitate and progress our Raise the Bar READING Inquiry, identifying and responding to problems of practice.	F
	Establish P-2 and Year 4-6 Expert teacher: READING- through coaching, mentoring and co-teaching will support delivery of reading within and across the curriculum in all classrooms.	F
	Devise a close the gap strategy to ensure all identified indigenous students are achieving and progressing in reading	P
	Provide opportunity for all class teachers to use data and case management conversations to inform targeted teaching and classroom practices in reading.	F
	Through weekly HIPP time (Hubs innovating on pedagogy and practice) provide opportunity for teachers to engage with the school improvement model, collaborate, build teacher efficacy, manipulate data and ensure: <ul style="list-style-type: none"> ■ Achievement standards (receptive modes) are understood and used ■ Evidence of achievement standards is collected through assessment ■ Content descriptors are taught ■ Feedback cycles and student work are embedded in day to day learning ■ A pedagogical framework is used for quality feedback to teachers ■ Effective moderation practices are used within and across schools 	F
	Formulate trial and embed school practice for selecting and monitoring student-reading goals.	P

Strategy: Ensuring a whole school approach to curriculum delivery

ACTIONS	Review and refine SCSS Reading Programme, ensuring alignment with Australian Curriculum.	F
	Develop plans for curriculum, assessment and reporting at a whole school, year level and unit level.	P
	Devise and deliver vision for inclusive practice.	P
	Support the reciprocal relationship between learning, achievement and behaviour through engagement with classroom profiling.	F

Four Faces Improvement priority: LEADERSHIP AND SCHOOL CAPABILITY

Strategy: *Our reading Inquiry Objective is to: BUILD THE CAPACITY OF ALL TEACHERS TO IMPLEMENT THE AUSTRALIAN CURRICULUM AS EXPERT TEACHERS OF READING THROUGH REFLECTIVE PRACTICE, COACHING AND COLLECTIVE EFFICACY.*

ACTIONS	Recruit two Expert Teachers of READING	F
	Develop Scale of Proficiency Reading to guide differentiated provision of coaching, co-teaching and mentoring for all classroom teachers and to guide APDP conversations and direction.	F
	Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional growth and encourage reflective practice	P
	Develop; resource and implement a professional development program to develop a shared understanding of data literacy, supporting teachers to effectively use data to inform targeted teaching and build capability in the teaching of reading.	P
	Provide opportunity for teachers to develop deep understanding of the Australian Curriculum: English (general capability, content descriptors and achievement standards) through robust intra and inter school moderation	F
	Form professional learning hubs and provide weekly HIPP (Hubs innovating on pedagogy and practice)	F

Strategy: High Performing Leaders and Teams

ACTIONS	Expand Teacher Leadership Team role to include accountability to ideate, plan and deliver an individual leadership project.	F
	Develop SCSS Leadership structure model and subsequent roles and responsibilities.	F
	Revisit ILBO (instructional leader block out time) for Executive Leadership Team.	P
	Expand leadership library for access by executive, curriculum and teacher leaders.	F
	Develop professional learning plan for paraprofessionals and ideate mentor model.	F

Four Faces Improvement priority: PARTNERSHIPS

Strategy: Parents as authentic, genuine partners

ACTIONS	Establish Parent reference group to support development of SCSS Volunteer and recognition programme	P
	Initiative 'we hear you' sessions with parents to enable feedback on school progress, parent opinions and hot spots.	P
	Expand Reading Ranger volunteer training and scheduling.	F
	Provide opportunities for parents to actively engage in classroom curriculum delivery via parent walk throughs (reading focus)	NY

Strategy: Expand professional networks

ACTIONS	Active participation in Springfield cluster reading initiative 'Snapshot Reviews'	F
	Partnership with Springfield City Group 're imagining schooling'	F
	Partnership with QUT 'ARLE' project , 3 year research project	NY
	Commit to regional reading pillar opportunity P-2 and 3 - 6	F

Strategy: Transitions

ACTIONS	Ideate innovative model for transition from early years providers	P
	Ideate innovative model for transition to Springfield Central State High	F

Four Faces Improvement priority: INNOVATION AND FUTURES THINKING

Strategy: Build teacher capability to engage with Digital Technologies in the delivery of the curriculum

ACTIONS	Recruit two technology specialists to deliver core components of digital technology and design technology.	<i>F</i>
	Develop and deliver professional development package for AC Technology for all staff.	<i>P</i>
	Overlay coding and digital technologies within and across the curriculum.	<i>P</i>
	Continuation of Term Smart Creator Lego construction competitions	<i>F</i>
Strategy: Be innovative and futures thinking		
ACTIONS	Expand take home technology concept.	<i>NY</i>
	Expand opportunities for students to engage in external digital competitions.	<i>P</i>
	Partner with QUT to research the use of augmented reality to deliver the AC.	<i>P</i>
	Provision of opportunity for all year 4 & 5 students to engage with Kidpreneur project.	<i>F</i>

Improvement priority: OTHER

Strategy: FUTURE PLANNING		
ACTIONS	Planning and delivery of Support Services Building and admin office refurb.	<i>F</i>
	Planning for Stage 4 of construction,	<i>F</i>
	Revisit uniform contract with LOWES.	<i>P</i>
	Investigate introduction of swimming for single cohort (year 3 or 4)	<i>F</i>

2018 saw the successful expansion of our ARTS specialist delivery of the Australian Curriculum. Specialist staff facilitated the delivery of our first inaugural School Musical.

Digital and Design Technology and associated extra curricular clubs saw a Year 4 student win the 2018 Individual Premier's Coding Challenge for her age group. This same student also was acknowledged nationally for her achievement in ICAS in both English and Science.

Future outlook

As our school enrolments continue to grow, so too does our team. The enactment of our organisational structure, leadership framework and capacity building model will remain a continued priority into 2019. (Executive ELT, Curriculum CLT, Teacher TLT, Support Services SSLT, Project PLT, Student SLT).

In responding to the consistent enrolment growth during 2018, plan and design was initiated for an additional 6 general learning areas, an additional prep and a support services functional space, opening up an additional seven nine learning spaces.

Informed by the teaching and learning review by the School Improvement Unit, (refer to executive summary available on our website) combined with school and systemic data analysis, community consultation and planning we arrived at four faces for focus in our Strategic Plan. We continue to embrace and deliver on the priorities and actions outlined in our Strategic Plan 2018 – 2020. The four faces identified in the Strategic Plan are:

EVERY STUDENT LEARNING AND PROGRESSING

- *Research based, responsive Pedagogical framework*
- *All students 'Raising the Bar' (learning goals - feedback - achievement)*
- *Differentiated Teaching & Learning*

LEADERSHIP AND CAPACITY BUILDING

- *Professional improvement for all staff*
- *Data, digital technologies & differentiation*
- *High performing leaders and teams*

INNOVATION AND FUTURES THINKING

- *Innovative and futuristic signature programmes in Technology & Thinking*
- *Techno literate students and staff*
- *Global thinking and innovation*

PARTNERSHIPS

- *Parents as genuine partners*
- *Professional networks that benefit the learning of staff, students and community within and beyond Greater Springfield*
- *Successful transition through all phases of learning (early years → SCSS → SCSHS)*

The Reading Inquiry team will continue to lead the work to ensure every student at SCSS reads, achieves and succeeds through an approach that inspires a life-long passion for reading along with our current three short term outcomes;

Our overall outcome is to build the capacity of all teachers to implement the Australian Curriculum as expert teachers of reading through reflective practice, coaching and collective efficacy. The focus of our work in 2018 was to achieve the following three short term outcomes:

- ✓ *Understand the reading demands of the Australian Curriculum*
- ✓ *Planning for and teaching the reading demands of the Australian Curriculum using a range of evidenced based strategies to address both the curriculum and student needs*
- ✓ *Understanding and using a range of measures aligned with the Australian Curriculum with precision, to inform day-to-day teaching of reading for all students and evaluate impact.*

In 2019 we will collaboratively develop a fourth objective that is student centred.

OUR SCHOOL AT A GLANCE

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	690	769	889
Girls	361	386	434
Boys	329	383	455
Indigenous	30	33	31
Enrolment continuity (Feb. – Nov.)	93%	95%	96%

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

Springfield Central is an enrolment-managed school. Our students predominantly live locally within our catchment. Some of our families since enrolling have relocated beyond the boundaries of catchment, however, still remain enrolled. Many of our families chose their residential address to attain enrolment at our school. Our 2018 student body was representative of a growing range of cultural groups. Our enrolment incorporates a growing proportion of EALD students and less than 4% of Aboriginal Torres Strait Islander students. We have a growing number of defence families with some of our student's parents deployed overseas. The school has experienced growth in the enrolment of verified students.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	27	24	24	The <u>class size</u> 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.
Year 4 – Year 6	31	25	25	

Curriculum delivery

Underpinned by our belief that 'every minute counts' our focus for 2018 was to ensure the continued alignment of our English, Maths, Science, History and Geography Units with the Australian Curriculum. Our focus was on the implementation and review of our school-based English programme, ensuring alignment to the Australian Curriculum. Springfield Central State School delivered the Curriculum into the Classroom units in Science, History, Geography, The Arts, Health and Physical Education and LOTE during 2018, in addition to school-based programmes in English, Maths and Technology. All students also experience on a weekly basis social skilling and wellbeing lessons through lessons from the five Program Achieve keys of Getting Along, Confidence, Organisation, Resilience and Persistence. Provided by specialists' teachers, students also experienced Music, Dance, Drama, Physical Education, Visual Arts, Technology and LOTE (Japanese: Year 5 and Year 6).

Distinctive offerings include:

- Levelled Literacy Intervention
- Intensive numeracy intervention (Cams and Stams)
- Oral Language intervention, phonological awareness and vocabulary intervention
- Technology Design Challenges through Robotics
- ICT Skills including a whole school touch typing programme
- Athletics and cross-country
- Sporting specialists (soccer, Oztag and rugby league)
- Student Leadership
- Program Achieve: Getting Along, Confidence, Organisation, Resilience and Persistence
- On-Line Homework and Opt Ins
- ICAS testing in English, Mathematics and Science

Co-curricular Activities

Extra curricula activities are indicative of our size and age. We were pleased to offer the following opportunities for our students in 2018:

- Instrumental Music
- Band

- Choir
- Show Choir
- Sports Excellence Gala Days
- Springfield Central's Got Talent
- Pitch Pen (entrepreneurial experience)
- TNT Club (Technology and Thinking)
- Chess Club
- STEAM Project
- Reader's Cup
- Coding Club
- Guitar Club
- Debating
- Art Club
- Junior Rotary Program
- Rubiks Cube Club
- Sustainability Club
- MAD (Music, Arts & Dance) Musical
- Free Play organised sporting challenges and activities
- Leadership Camp
- Year 6 Camp
- Curriculum excursions (year 3 and 5)

How Information and Communication Technologies are used to Assist Learning

Our school has access to very high speed broadband, unprecedented within the Department of Education and Training. Due to our proximity to the Queensland Government's data centre 'Polaris', we are directly connected with a very high speed fibre optic link to the data centre. This enables us to explore the teaching and learning benefits offered via the internet, along with improved access to the latest digital learning content delivered by our eLearning environment – The Learning Place.

Each learning space is fit with a digital, interactive whiteboard and further enhanced by a multitude of digital devices to engage and enhance learning. Teachers and students on a daily basis incorporate digital components/devices into the delivery and exploration of curriculum in all key learning areas. Stage six buildings had the latest versions of the Epson projectors installed, which have capacity to use dual interactive pens. All projectors in the school had Apple TVs installed and networked, which have the capacity to mirror iPad.

At Springfield Central, technology specific outcomes are achieved through engaging in comprehensive design challenges where students explore the role of technology in their lives and society and apply their knowledge and understanding of technology as a human endeavour and information, materials and systems to solve design challenges. In the Technology key learning area, a learner-centred approach provides opportunities for students to practice critical and creative thinking, problem solving and decision making when investigating, ideating, producing and evaluating to meet design challenges. Students are provided with the opportunity to experience at least one design challenge each semester. When students are involved in design challenges, they develop their skills in ways of working technologically and develop their knowledge and understanding of technology in today's world. Students record their learning and identify their engagement with the processes of ideating, investigating, producing and evaluating using iconology in digital form. Students learn associated robotic programming skills and then apply these skills to set design challenges.

It is an expectation at SCSS that all children become efficient in touch-typing. Student skill development and accuracy are regularly monitored, compared to our school standards and reported on. The students learn an array of ICT skills both in technology lessons and in classrooms.

Students at Springfield Central complete homework on-line. In 2019 web based access to Mathletics, Reading Eggs and Spelling City provides a digital platform for students to complete set homework tasks as well as access additional extension

work. For students wishing to 'Opt-In' to further homework tasks, there is on-line access via our school website to additional English, Maths and Science homework tasks.

As a digital school, it is an expectation that our staff engages on a daily basis with technology. We do 'all things' digital at SCSS. From our digital sign in and roll marking system, our innovative and dynamic school website to our very actively contributed to One Portal site. The school communicates to staff and the parent community via IDAttend bulk e-mails, Facebook posts and text messages. Our teachers are timetabled to contribute to a weekly 'Techno Literate Teacher' presentation, which results in a bank of digital tips accessible, by all staff.

We are an emerging Technology and Thinking school. These signature programs will enhance our ability to cater for the learning needs of our 21st century students.

In 2018, 100% of students expressed satisfaction with the way they access computers and other technologies for learning. 100% of students expressed satisfaction that they use computers and other technologies for learning and that they are encouraged to use computers and other technologies for learning. Students have access to our RoboLab daily during free play, this proved so popular that a lab pass process was established to ensure equity of access. Both the computer lab and the lego construction are popular, with regularly more than 50 students participating.

Social climate

Overview

Our consistent and concise Responsible Behaviour Plan is designed to facilitate high standards of behaviour so that Staff Can TEACH and Students Can LEARN. We endeavour to foster a confidence in all students that allows them to actively think, to understand their own rights and responsibilities and to respect those of others, to be enthusiastic and positive about learning, to accept responsibility for their choices and to self-manage their own behaviour.

Students twice weekly participate in explicit Program Achieve lessons, providing opportunity to develop values and attitudes in the five Keys of Getting Along, Confidence, Organisation, Resilience and Persistence. These keys and associated language are embedded in our everyday learning lives and continuously reinforced and aligned with our Code of Conduct and Courtesy. Annual Program Achieve awards are presented to students who demonstrate attributes of the Keys throughout the year.

At Springfield Central, we actively respond to any reports of bullying. After each break, all students have an opportunity to conference one on one with class teachers, to identify and report bullying. This report is recorded electronically on a 'Bully Report Form' and e-mailed directly to the principal for follow up.

Sensational Student stickers are awarded to prep to year six classes on a daily basis. These awards are recorded on OneSchool as a positive behaviour record. When issued, it is made very clear to students 'why' the recipient is sensational. Specialists award a sensational student to each class weekly. These too, are recorded on OneSchool. Students are very proud to be a Sensational Student and to display their sticker as they leave each day. Many students wear the sticker proudly the following day.

In 2018, 'Raise the Bar' stickers were introduced. Two Raise the Bar stickers are awarded each day to one female and one male student from each of the Prep to Year 6 classes, including at specialist lessons. These stickers can be issued at any time during the day when a student has Raised the Bar. When issued, students are told 'why' the recipient has Raised the Bar.

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)	100%	100%	97%
• this is a good school (S2035)	100%	98%	97%
• their child likes being at this school* (S2001)	97%	98%	95%
• their child feels safe at this school* (S2002)	99%	98%	96%
• their child's learning needs are being met at this school* (S2003)	98%	93%	94%
• their child is making good progress at this school* (S2004)	98%	98%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%	96%
• teachers at this school motivate their child to learn* (S2007)	99%	97%	95%
• teachers at this school treat students fairly* (S2008)	91%	94%	89%
• they can talk to their child's teachers about their concerns* (S2009)	96%	98%	97%
• this school works with them to support their child's learning* (S2010)	96%	95%	95%
• this school takes parents' opinions seriously* (S2011)	91%	93%	88%
• student behaviour is well managed at this school* (S2012)	94%	93%	92%
• this school looks for ways to improve* (S2013)	100%	95%	95%
• this school is well maintained* (S2014)	98%	98%	98%

* 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)	100%	97%	97%
• they like being at their school* (S2036)	98%	95%	95%
• they feel safe at their school* (S2037)	99%	95%	93%
• their teachers motivate them to learn* (S2038)	100%	99%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	92%
• teachers treat students fairly at their school* (S2041)	90%	91%	85%
• they can talk to their teachers about their concerns* (S2042)	95%	90%	88%
• their school takes students' opinions seriously* (S2043)	94%	93%	93%
• student behaviour is well managed at their school* (S2044)	93%	92%	90%
• their school looks for ways to improve* (S2045)	97%	100%	99%
• their school is well maintained* (S2046)	98%	94%	94%
• their school gives them opportunities to do interesting things* (S2047)	94%	94%	93%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	96%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
• they receive useful feedback about their work at their school (S2071)	96%	96%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	88%	80%
• students are encouraged to do their best at their school (S2072)	100%	100%	99%
• students are treated fairly at their school (S2073)	98%	100%	99%
• student behaviour is well managed at their school (S2074)	98%	100%	98%
• staff are well supported at their school (S2075)	98%	99%	96%
• their school takes staff opinions seriously (S2076)	88%	94%	95%
• their school looks for ways to improve (S2077)	98%	99%	98%
• their school is well maintained (S2078)	100%	100%	99%
• their school gives them opportunities to do interesting things (S2079)	95%	96%	91%

* 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

Working in partnership with parents to support each of our students to 'Raise the Bar' is a key and guiding expectation of our school. Our classroom teachers appreciate the open communication and mutual respect they share with our parent body. We acknowledge and appreciate the respect shown to our request that learning time not be interrupted. Our school ensures that parents are kept informed about their child's learning and behaviour and already we have established shared explicit language and expectations. We offer a face-to-face formal parent/teacher conference at the end of Terms 1 and three and provide formal written feedback at the end of each Semester. Teachers ensure there are no surprises for parents in the written reports and keep open communication with parents throughout the school year.

Classroom teachers invite parent volunteers to support learning activities where appropriate. We value and acknowledge the many hours of dedication to our school by our volunteers at an Annual Volunteer's Afternoon tea at which each volunteer is presented with a Certificate of Appreciation. In 2018, we continued to offer training to our growing task force of volunteers to change home readers daily. We established Reading Rangers who access the Ready Reader programme and volunteer reading one on one with students in the junior years.

In 2018, our P&C continued to work in partnership with the school. This group was a small but very active and passionate group who worked hard to contribute positively to the school. Our canteen expanded its opening hours during 2018, continued running and offering special canteen days. The P&C hosted stalls for both Mother's Day and Father's Day. Our sports days were enhanced by offerings of sausage sizzles. The P&C of 2018 were very innovative and creative, they explored new fundraising options, and built a strong force of volunteers. 2018 saw the construction of a large shade structure on our oval proudly donated by the P&C. This was the culmination of dedication to fundraising over multiple years.

At Springfield Central, we aim to provide many opportunities for parents to share in their child’s learning. We aim to keep parents informed about happenings at the school through regular bulk e-mails home, occasional paper notes, news and calendar on the school website and Facebook posts. Many classes have Class Tell websites that keep parents informed of day-to-day activity. Parents in 2018 were able to access year level curriculum overviews term by term from the school website.

Parents are encouraged to attend our weekly assemblies and teachers always inform parents of any upcoming student awards or involvement in the running of assembly. Parents are also encouraged to attend learning celebrations and special events along with annual events such as Athletics and Cross Country, ANZAC commemoration, Awards Day, Leadership Badge Ceremony, Year 6 Farewell, Easter Hat Parade, MAD Musical Night and Grandparent’s Day
In 2018, we again offered a parent information session on how to support early readers at home. The school engaged Literacy Solutions to provide the very well attended and received workshop. Our trained Seven Steps Coaches also offered parent professional development opportunities around seven Steps in writing.

Respectful relationships education programs

We have a very distinct culture of ‘Caring’ at Springfield Central State School. Our students are well recognised for their care towards one another and how they embrace individuality. Our Codes of Conduct require them to care for themselves, others, their school and learning. Our Codes of Courtesy require them to be polite, have good manners, show respect and be thoughtful. These expectations are explicitly taught and regularly referred to. Students are recognised for demonstrating our codes of conduct and courtesy. Teachers have access to school developed warm ups that outline the school culture, vision, logo and expectations.

Since opening, a non-negotiable weekly delivery of Program Achieve lessons has been actioned with a clear focus on appropriate, respectful and healthy relationships. These relationships are evident in the playground and in the classroom. Visitors to our school often comment of the ‘positive feel’ of the school,

Our staff actively address and engage with wellness activities. We have a social club that facilitates ongoing, regular staff wellness activities. Many staff participate in a weekly on-site physical fitness session. We have a team of Wellness Warriors and a Staff Wellness committee who on a weekly basis identify and celebrate a wellness warrior. We also have an active and productive Workplace Health and Safety committee that meet regularly and action weekly walk through to identify hazards and safety concerns. The collaborative and caring culture of our staff is a distinct and deliberate feature of our team of which we are very proud.

School disciplinary absences

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

Type of school disciplinary absence	2016	2018	2018
Short suspensions – 1 to 10 days	72	57	95
Long suspensions – 11 to 20 days	0	0	1
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

As a new school, we were designed and constructed with our environmental footprint in mind. The school has a 2kw solar inverter and data logger. In 2012, we successfully applied for an additional \$25 000 worth of solar panels, which were installed in 2013.

The school has two large underground water tanks, which we are now using for our irrigation system. This has considerably reduced our water consumption for 2016-2018. The increase in water usage for 2017-2018 is in response to our rapid increase in staff and student numbers, which in turn has increased the amount of toilets and taps within the school.

The increase in electricity usage reflects the additional learning spaces being occupied and additional air-conditioning installed in strategic areas within the school. The increase in student and staff numbers are also a contributing factor.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	161,849	247,685	268,981
Water (kL)	10,637	4,541	6,988

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](#) 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.

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

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

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	56	29	0
Full-time equivalents	52	20	0

*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	Nil
Masters	4
Graduate Diploma etc.*	8
Bachelor degree	44
Diploma	Nil
Certificate	Nil

*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 2018 were \$55 000

The total funds expended to enable weekly collaborative learning in 2018 were \$140 000

The total fund expended to support professional learning through expert teacher reading coaching were \$77 000

The major professional development initiatives are as follows:

- Induction of all new staff (teaching and non-teaching)
- Whole Staff Team Building
- IPS Alliance Conferences
- Explicit Instruction – Anita Archer
- Coaching and Mentoring provided by Expert Teacher: Writing
- Classroom Profile training for classroom teachers and leaders
- Beginning Teacher mentoring
- Lego Scratch Workshop
- Seven Steps to Writing
- Regional Pillar Days (multiple)
- Teaching Comprehension Strategies
- Creating Apps in the classroom
- iEducate Conference

- QELI Leadership in the Middle Years
- QELI Coaching through instructional leadership
- QELI Experienced Principal Program
- 2018 Numerate Futures Leadership
- Robotics in Education Forum
- School Council training
- NCCD Pathways and Disability
- Spirit of Learning workshop
- EALD Conference
- QATA Exchange Conference
- Fountas and Pinnell Reading Benchmark and Levelled Literacy Intervention PD
- Prep Early Start training
- First Aide
- Putting Faces on the Data
- Teaching of Reading: Angela Ehmer
- Purchase of professional texts for book studies
- Curriculum program development and working parties
- International PLC Summit
- Autism and Aspergers workshops
- BSM SBMAQ Conference
- DigiTech workshop
- Parent PD offerings
- Teacher Leadership Team Leadership development
- Zones of Regulation
- AusDance Conference
- Executive Coaching
- Coherence Making and Deep Learning
- Inclusive school practices
- You Can Teach CODING
- Reading Centre Intensive five day workshop series
- Paraprofessional Internal Professional Learning sessions
- Essential Skills Training
- Literacy Continuum
- Heggarty Phonemic Awareness
- Thinking and Learning Conference
- Excel and ADOBE Training
- Cleaners Training Days

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	2018	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	91%	90%	89%

* 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	95%	94%	93%
Year 1	94%	94%	94%
Year 2	94%	95%	94%
Year 3	94%	94%	94%
Year 4	95%	95%	94%
Year 5	95%	95%	94%
Year 6	94%	95%	93%

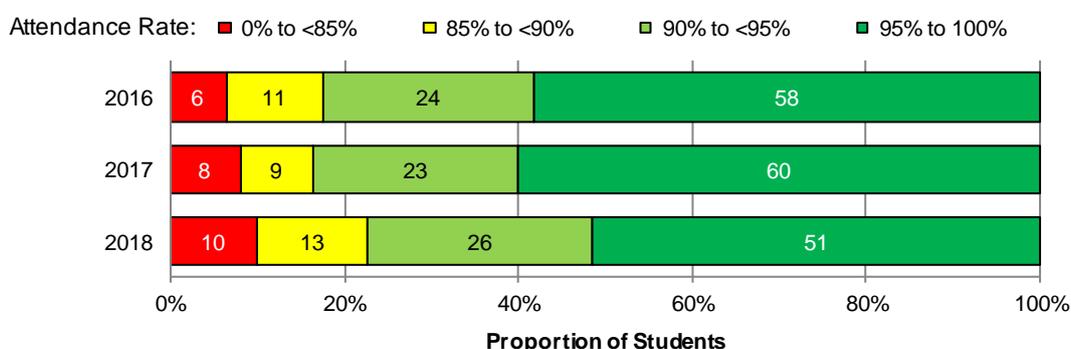
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

We have a designated phone line for parent access to report student absences. Our school App has a direct link to the absent line. Details of absences are recorded digitally using IDATTEND. Rolls are marked twice daily with students are actively and physically involved in the roll marking process. The first is at the beginning of the school day; the second is after the second eating break. Any class teachers with relieving teachers are given a paper roll, which is sent to the office after marking. At approximately 9:15am the attendance officer checks that all rolls have been marked electronically and enters the paper rolls electronically for any absent teachers. The attendance officer then processes a text message to go out to the main contact of any child who has unexplained attendance. Parents can respond to the text message, email or can call the office.

Our belief that 'Every Minute Counts' encourages all students to arrive at school on time and be ready to learn. Each morning our school song plays, preparing students to be challenged. It is the school's expectation that all students be in the classroom ready to learn at the conclusion of the song. On enrolment, all parents are informed of the school's expectations in relation to attendance along with the processes to inform us of non-attendance.

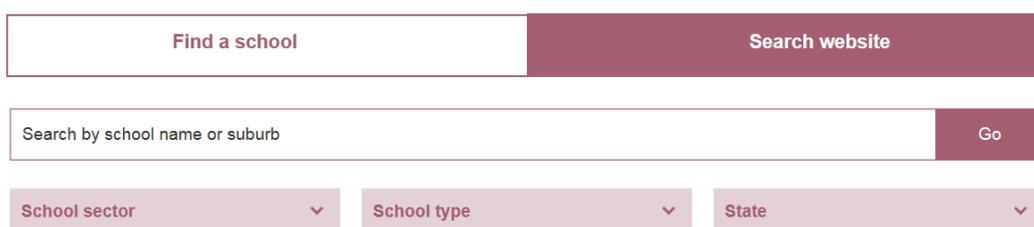
Regular late arrivals are followed up by the class teacher, administration and the designated deputy or principal where required. In 2018, we continued the 100% Attendance Club. On the last day of each semester, students who have attended school 100% receive acknowledgment in the form of a certificate. Students who attended less than 85% are contacted and strategies developed to support improved attendance. Attendance Data is shared at both junior and senior weekly assemblies, setting an aspirational goal of 96%. The number of students at 100% attendance is also recorded and shared at weekly assemblies. Absence is also recorded on students' reports at the end of each semester.

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.



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



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



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.