

# SPRINGFIELD CENTRAL STATE SCHOOL

## Queensland State School Reporting

### 2014 School Annual Report



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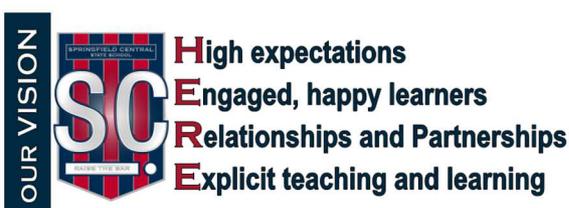
## Principal's foreword

### Introduction

Established in 2011 with a day eight enrolment of 103, Springfield Central State School's enrolments have steadily increased. By day eight, 2014, we had enrolled 428 students. With further steady enrolment throughout the year in response to residential development within the school's catchment area, an additional class was needed. Enrolment growth primarily was in the junior years. The high demand for out of catchment enrolment continued throughout the year as the school sustained its focus of learning and high expectations

At Springfield Central State School we continue to pride ourselves on providing an engaging learning environment where **Staff Can TEACH** and **Students Can LEARN**.

In 2014 we continued to embed our vision which drives our actions, thinking and future planning.



*combined with our signature programs*

**Technology and thinking**

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



From the onset, our driving focus was the establishment of the Springfield Central Way, incorporating: traditions, artefacts, policies & procedures, unwritten rules and culture in its many forms, during 2014 we worked very hard to sustain The SC Way. We are very proud of the reputation we have established in such a short timeframe and commit to sustaining it. This reputation is underpinned by the elements of our vision and the dedication and professionalism of our amazing staff, students and community, as one entity we are motivated by high expectations. The following report provides you with the details of the many components, that combined, represent the successes of Springfield Central State School during 2014.

## School progress towards its goals in 2014

The Annual Implementation Plan for 2014 outlined the following key priorities:

- Productive partnerships with school community stakeholders
- Align and embed SCSS Motto, Vision, Values, Beliefs and Logo.
- Develop, embed and sustain our 'SC Way' Culture.
- Develop user friendly and comprehensive CORE CURRICULUM
- Develop and implement signature programs in Robotics and Thinking.
- Explore and expand extra curricular and sport offerings.
- Embed SWP (school wide pedagogy), Explicit Instruction and Pedagogical Framework.
- A focus on improvement for all with evidenced based decision making and continuous monitoring of student achievement.
- Expand the developing professionals plan to include formalised induction and coaching.
- Instructional leadership development.
- High quality teaching practices.
- An unrelenting focus on improvement.
- Maintain technology(infrastructure, access and use).
- Construction Program Stage 2 and 3.
- Enrolment Management.
- Review and refine school based and systemic policies and procedures.

Key priorities actioned during 2014:

### SCHOOL CURRICULUM

- SCSS Explicit Teaching of Reading Programme implemented as a non-negotiable.
- Purchased site licence for Digital SRA to complement reading and comprehension programmes.
- Implemented SCSS Bookwork Policy as non-negotiable and provided all rooms with large posters.
- Implemented and resourced C2C Geography Units aligned with National Curriculum.
- Developed SCSS Common Mathematical Language.
- Expanded all curriculum resources in response to enrolment growth.
- Expanded Arts offerings to include provision of Dance as reportable subject.
- Continued 3 minute walk throughs and provision of regular feedback with focus on Explicit Instruction and Bookwork Policy.
- Reviewed planning to ensure alignment with non-negotiables and SC Way.
- Continued provision of individual vocabulary books.
- Refined student goal setting, reviewing Raise the Bar goals and expanded Milestone Managers.
- Introduced a technology specialist to teach design challenges through a robotics medium.
- Expanded robotics resources to cater for expanded enrolment.
- Purchased iPads for all teachers and paraprofessionals.
- Established iPad committee and developed iPad usage policy and procedures
- Created and delivered iconology for Explicit instruction.
- Developed Explicit Teaching of Writing programme for implementation in 2015.
- Established working party to progress with shift from use of C2C English in Semester 1, 2015.
- Great Results Guarantee priorities addressed and evaluated.



## SCHOOL AND COMMUNITY

- Introduced SCSS Show Choir as extra curricular offering.
- Introduced organised and supervised sport during free play breaks.
- Supported Student Leadership Team to purchase sports equipment for borrowing during free play.
- Develop and publish on the web, parent friendly term curriculum overviews.
- Supported P&C to sustain and introduce further traditions.
- School teams entered into Mater Little Miracles and Colour Run.
- Continuation of staff traditions and end of term barbeques.
- Offered 2 full days of staff induction on January Pupil Free Days.
- Further developed GTKY (Get to know you) Units.
- Welcome packs mailed to all new enrolments.
- Continued consistent and fair response to managing student behaviours.
- Introduced new version of parent teacher interviews utilising new hall facility.
- Maintained focus on nurturing new families and staff into our SC Way culture.

## TEACHING PRACTICE

- Continued Techno Literate Teacher Tips weekly.
- Continued Shared Professional Reading at weekly staff meetings.
- Provision of additional non-contact to support teaching staff to watch each other work.
- Development of Pedagogical Framework with a focus on Explicit Instruction.
- Explored Anita Archer Explicit Instruction, provision of intensive PD for all teaching staff.
- Embedded SCSS Guidelines and policy for Warm Ups, including formalised peer feedback process utilising iPads.
- Implemented SCSS programmes; Explicit teaching of reading and writing.
- Embedded use of Class Targets in English, Maths, Science and Behaviour.(Milestone Monitors)
- Continued semester data conversations, embedding SCSS DCAR (Data – Collection – Analysis – Response)
- Continued and enhanced provision of Levelled Literacy Intervention and Cams and Stams.
- Reviewed and adjusted SCSS Reading Targets.

## PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

- All staff participated in Personal Development Plan process.
- Progressed development of SCSS Induction OneNote during working party retreat.
- Engaged Angela Ehmer as Literacy consultant for staff and parents.
- Ongoing provision of professional development with a focus on explicit instruction.
- Expanded Head of Curriculum to full time.
- Acting Deputy Principal appointed full time for Semester 2.
- Engaged with community to submit successful application to identify as an Independent Public School in 2015.

## Future outlook

During 2014, Springfield Central continued to experience rapid enrolment growth resulting in 12 newly appointed of 22 classroom teachers, a new Deputy Principal, a new Master Teacher, a new Behaviour specialist, a new SWD teacher, a new PE teacher, a new dance teacher, a new additional AO and new teacher aides for the start of 2015. Subsequently the future focus for the school will be induction of new staff and students. We will have to work hard to ensure our new staff and students embrace our culture and ethos along with our behavioural and learning expectations.

As an Independent public school, we will be tasked with developing a School Council, managing Human Resources and exploring the opportunity to be innovative. 2015 will require us to establish clear guidelines, job role descriptions and sharing the load plans for the newly appointed administrative and support services staff. As our teaching team stabilises and grows, our focus will be on capacity building an expert teaching team.

We are very enthusiastic about our future outlook as we plan for the future design and construction of Stage 3 facilities to cater for the growing enrolments. In 2015 we aim to maximise the vigorous and engagig learning opportunities enabled by our specialised learning spaces for music/instrumental and our purpose built robotics lab.

Our core focus to encourage and support every Springfield Central student to Raise the Bar will continue to drive us as we align with our school vision.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	203	101	102	94%
2013	278	138	140	94%
2014	434	201	233	92%

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

### Characteristics of the student body:

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 2014 student body was representative of a growing range of cultural groups. Our enrolment incorporates a very small proportion of ESL students and less than 4% of Aboriginal Torres Strait Islander students. We have a growing number of defence families with some of our students parents deployed overseas.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	26	23
Year 4 – Year 7 Primary	19	23	29
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	15	9	35
Long Suspensions - 6 to 20 days	0	0	2
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Underpinned by our belief that 'every minute counts' our focus for 2014 was to ensure alignment of our English, Maths, Science and History Units with the National Curriculum. Springfield Central State School reviewed and delivered the Curriculum to the Classroom units in these three learning areas during 2014 and introduced Geography. Through explicit teaching, students also experience; Program Achieve, Music, Dance, Physical Education, Technology and LOTE (Japanese: Year 6 only).

Distinctive offerings include:

- Levelled Literacy Intervention
- Intensive numeracy intervention (Cams and Stams)
- Chatterbox 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)
- Leadership
- Program Achieve: Getting Along, Confidence, Organisation, Resilience and Persistence
- On-Line Homework and Opt Ins

### Extra curricula activities

Extra curricula activities are indicative of our size and age. We were pleased to offer the following opportunities for our students in 2014:

- Instrumental Music
- Band
- Choir
- Show Choir
- Leadership Camp
- Sports Excellence Gala Days
- Springfield Central's Got Talent
- TNT Club (Technology and Thinking)
- Free Play organised sporting challenges and activities

### 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 2 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.

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 also 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. We are fortunate to have a technology specialist with a strong robotics skill set. In 2014 the school purchased additional robotic devices including BeeBots, WeDo, NXT and EV3. Students learn associated 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 2014 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 e-mails, our digital sign and the Principal's Blog on the website. 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 a Technology and Thinking school. These signature programs will enhance our ability to cater for the learning needs of our 21st century students.

In 2014, 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

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 5 Keys of Getting Along, Confidence, Organisation, Resilience and Persistence. These keys 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.

In 2014, we trialed and introduced 'Sensational Student Awards'. Sensational Student stickers are awarded to prep to year 6 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.



## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	95%	99%
this is a good school (S2035)	100%	95%	99%
their child likes being at this school* (S2001)	100%	95%	99%
their child feels safe at this school* (S2002)	100%	100%	99%
their child's learning needs are being met at this school* (S2003)	100%	90%	98%
their child is making good progress at this school* (S2004)	100%	95%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	95%
teachers at this school motivate their child to learn* (S2007)	100%	100%	98%
teachers at this school treat students fairly* (S2008)	100%	86%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	98%
this school works with them to support their child's learning* (S2010)	100%	95%	97%
this school takes parents' opinions seriously* (S2011)	81%	90%	96%
student behaviour is well managed at this school* (S2012)	94%	90%	98%
this school looks for ways to improve* (S2013)	100%	100%	98%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	98%	100%
they like being at their school* (S2036)	97%	100%	99%
they feel safe at their school* (S2037)	97%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	98%
teachers treat students fairly at their school* (S2041)	97%	91%	99%
they can talk to their teachers about their concerns* (S2042)	95%	96%	100%
their school takes students' opinions seriously* (S2043)	97%	96%	99%
student behaviour is well managed at their school* (S2044)	97%	98%	99%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		93%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		97%	100%
their school takes staff opinions seriously (S2076)		97%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		90%	97%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

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 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 one and three and provide formal written feedback at the end of each Semester. Teachers ensure that 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 2014 we continued to offer training to our growing task force of volunteers to change home readers daily.

In 2014, our P&C continued to work in partnership with the school. This group was a very active and passionate group who worked hard to contribute positively to the school. Our canteen expanded its opening hours during 2014 and 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. Our first large scale P&C event was held in term 2. Profits from the movie night in our newly built hall contributed to a highly successful year for our P&C who boast a health bank balance. The P&C of 2014 were very innovative and creative, they explored new fundraising options, and built a strong force of volunteers.

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, principal's blog, news and calendar on the school website. Many classes have ClassTell websites that keep parents informed of day to day activity. Parents in 2014 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 and Grandparent's Day.

In 2014, we offered for the first time 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.

## Reducing the 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.

During 2014, our underground water supply was reconnected, however, we also sustained a large enrolment growth. During 2014, we also endured some pump issues resulting in large loss of water. Combined, these reasons restrict us from working with accurate footprint data.

The increase in electricity usage was expected in response to additional learning spaces being occupied and additional air-conditioning installed in the robotics lab and resource learning hub.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	97,328	2,866
2012-2013	128,224	922
2013-2014	162,016	1,543

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

## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	17	<5
Full-time equivalents	22	11	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *							
		30						
			26					
Certificate	10	25						
Diploma	10	20						
Advanced Diploma	10	15	10	10	10	10	10	10
Bachelor Degree	26	10						
Graduate Diploma etc.**	10	5						
Masters	10	0						
Doctorate	10							
<b>Total</b>	<b>86</b>							

\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were **\$51 443.85**

The major professional development initiatives are as follows:

- Induction of all new staff (teaching and non-teaching)
- Whole Staff Team Building
- Induction retreat (to initiate digital SCSS Induction Pack for teaching staff)
- Explicit Instruction – Anita Archer
- Coaching and Mentoring
- Prep fine motor consultant
- Seven Steps in Writing
- Fountas and Pinnell Reading Benchmark and Levelled Literacy Intervention PD
- Prep Early Start training
- First Aide
- Ready Set Go
- Teaching of Reading: Angela Ehmer
- Purchase of professional texts
- Curriculum program development and working parties
- Data Conversations and pedagogical feedback.
- Moderation (in school)

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

**Average staff attendance**

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

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

From the end of the previous school year, 84% of staff was retained by the school for the entire 2014 school year.

**School income broken down by funding source**

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

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

## Performance of our students

**Key student outcomes**

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was **92%**.

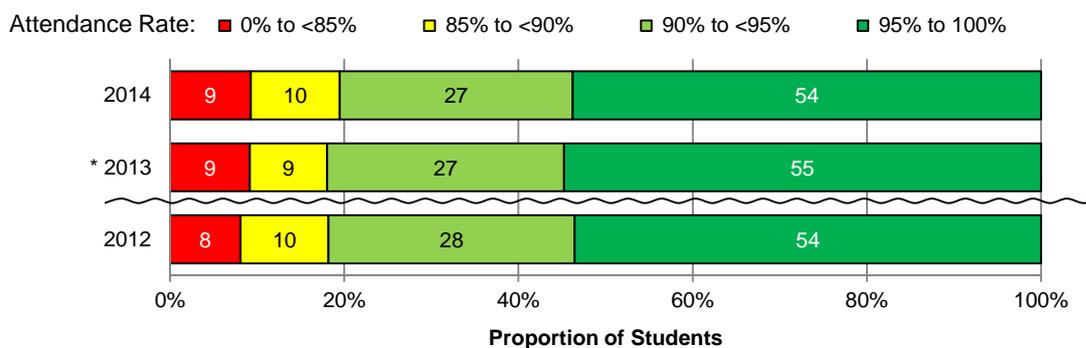
**Student attendance rate for each year level (shown as a percentage)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	96%	92%	94%	94%	95%	93%					
2013	93%	93%	95%	94%	93%	95%						
2014	93%	93%	93%	94%	95%	93%						

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

**Description of how non-attendance is managed by the school**

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

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 and students are actively and physically involved in the roll marking process.

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 principal where required. In 2014 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 and prize. Students who attended less than 85% were noted and their data was printed and sent home with the semester reports along with 'Every Day Counts' documentation.

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

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

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

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Sector  Government  
 Non-government

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

**Springfield Central State School has less than 5% of our student population identified as Aboriginal or Torres Strait Islander.**

Student attendance and academic achievement are tracked through a 'Principal's Markbook' initiative and through our 'Closing the Gap' data sets. SCSS is unable to report on Closing the Gap due to having less than 5% of the cohort and minimal available data.