

Springfield Lakes State School (5556)

Queensland State School Reporting

2012 School Annual Report



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| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
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Principal's foreword

Introduction

The School Annual Report for Springfield Lakes State School for 2012 reports on the achievements of the school. Springfield Lakes State School is a state school that differentiates its child centred curriculum by maintaining high expectations for excellence, delivered in a supportive, yet challenging environment.

We believe the school is a happy, safe and challenging learning community where children are encouraged to investigate, explore, and take risks (so) as to achieve success in learning and confidence in them. We endeavour to communicate and celebrate success as an informed community.

As a school community we believe in being "The best we can be". Springfield Lakes State School's expectation for success and desire for excellence from all in the school community is encapsulated in our motto.

During 2012 our school continued to experience growth. This growth has not been as large as in previous years, however (this growth) has placed considerable strain on resources.

As part of the federal government's Building the Education Revolution a new hall was built at the school. This hall incorporates the Springfield Lakes Community Centre. This was managed by the school for the majority of the year. Following an open tender process it is now managed by the YMCA.

School progress towards its goals in 2012

Springfield Lakes State School 2012 Operational Plan focussed on six areas:

Literacy

Implemented School Literacy Strategy inclusive of Reading, Writing, Spelling, Genre and Grammar

Essential Learnings guiding all teaching programs

NAPLAN item analysis to identify Writing, Spelling, Punctuation and Grammar as focus for 2010

Regional moderation QCAT English

Assessment and Monitoring Schedule implemented Years 1-7

Numeracy

- Implemented School Numeracy Program linked to NAPLAN Item analysis and First Steps in Number Maths Program audited against Queensland Curriculum Assessment and Reporting (QCAR)

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- School Numeracy Action Plan implemented
- Cluster Numeracy Plan developed and implemented
- School and cluster moderation as guidelines per QCAR and school reporting guidelines
- Numeracy block enhanced

Information Communication Technologies (ICTs)

- Installation of Interactive White Boards in all classrooms and learning areas
- Enhanced resourcing to support development of literacy and numeracy skills
- Classroom smartboards are integral to teaching and learning P-7
- Smart Café provided for staff PD in use of Smartboards

School Wide Positive Behaviour Support

- Embedded in school community
- Reviewed and implemented Responsible Behaviour Plan for Children
- Implemented School Chaplaincy Program to support social/emotional development
- Developed and implemented anti-bullying strategy

Managing Growth

- School Defence Force Transition Aide working across school community
- Year level coordinators actioning year level planning and ensuring focus on school priorities
- Emphasis on differentiation across all year levels is becoming embedded
- Special Needs Committee role redefined and shaping supportive student programs
- School facilities enhanced with additional classrooms and improvements through Building the Education

Revolution

- School enrolment growth managed strategically and cost effectively
- Communication processes streamlined and include effective induction program

Future outlook

Springfield Lakes State School continues to focus on the priority areas of Literacy, Numeracy, Student Wellbeing and Communication identified in the Strategic Plan 2011 – 2014. The strategies utilised are through learning and attainment, engagement, wellbeing, pathways and sustainability. The following have formed the backbone of our future outlook. Differentiated school programs enabling children to perform above the National Minimum Standard Managing growth to ensure a safe and supportive environment.

Our school's key priorities for 2013 include:

- Implement the Australian Curriculum
- Implement whole school pedagogical practices – pedagogical agreement/ numeracy practices guide
- Using data to inform teaching practice –NAPALN / whole school assessment data
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with children, staff, parents, and the community
- Improve school performance
- Core Priority - Reading
- Learning to Learn: Raising expectations
- Core Priority – Numeracy – problem solving, mental calculations – first steps
- Core Priority – Writing – 7 steps to writing
- Core Priority – Science
- Core Priority - History

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 1010 | 500 | 510 | 93% |
| 2011 | 1047 | 535 | 512 | 93% |
| 2012 | 1092 | 556 | 536 | 93% |

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

Characteristics of the student body:

The majority of our children are enrolled in the early years classes. Our children are representative of approximately 45 cultural groups. Eligible children with English as a Second Language are supported by an ESL Teacher. A number of our children have families deployed overseas with defence forces. Average Class sizes

Average Class sizes

| Phase | Average Class Size | | |
|-----------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 23 | 24 | 24 |
| Year 4 – Year 7 | 27 | 26 | 24 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 18 | 68 | 55 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

- * A differentiated curriculum underpins the school philosophy for all curriculum areas.
- * A very strong focus on Literacy and Numeracy.
- * A Strings Music Program for Years 3 – 7
- * Instrumental Music Program for Years 4 – 7
- * Junior Choir for children in Years 2 - 3
- * Senior Choir for children in Years 4 – 7
- * Interschool sport including Gala day programs with Central District
- * Special Education Program
- * Specialist Science Teachers
- * First class Information and Communication Technology for all classes – Interactive Whiteboards in all classes; computer hub and computers in all classrooms
- * A well-resourced Resource Centre (Library)
- * Student Leadership Program
- * Camping Program for Years 4 – 7
- * Comprehensive Year 6-7 and 7-8 transition programs with Springfield Central State High School and Woodcrest State College.

Extra curricula activities

- * Student Council Years 4 – 7
- * Swimming – Learn to Swim in Year1
- * AFL – Junior Club
- * Breakfast Club
- * National Competitions
- * Rugby (Union)
- * Instrumental Music Program
- * School Choirs

How Information and Communication Technologies are used to assist learning

*ICTs are embedded in digitally rich unit plans for all KLA's

All children have access to networked computers their classrooms, the Resource Centre and the Computer Lab. Computers are integral to the school teaching and learning program. A range of skills are taught to all children allowing them to access appropriate technologies as required.

Each classroom has an interactive whiteboard which teachers and children use on a daily basis to enhance teaching and learning

Social climate

The school Chaplaincy Program is recognised as a key component of the supportive school environment at Springfield Lakes State School. A joint initiative of Queensland Health and Education Queensland has continued with the school accessing a part-time nurse. Both the Chaplain and the Nurse work beside school staff and the Guidance Officer to provide pastoral care for children, staff and the parent community.

Schoolwide Positive Behaviour Support (SWPBS) has enabled the school to implement a clearly articulated set of expectations taught to all children, with a focus on positive recognition for successfully following them. Children, staff and parents are expected to be Respectful, Cooperative and Peaceful. Springfield Lakes State School is a warm, friendly school with a sense of community and pride in its children and their achievements.

Activities such as Grandparents' Day and the celebration of Harmony Day and Under 8's Day are always highlights at our school. These events were very well attended with obvious support for and pride in our school.

P&C Meetings have been very well attended and positive throughout 2011. Sub-committees are active and supportive and contribute to the harmonious school climate. Special days and community events have always been well attended with a sense of pride and joy in being a part of the school community.

Parent, student and staff satisfaction with the school

The 2012 School Opinion Survey showed that 94% of our parents thought that Springfield Lakes State School is a good school and 95% of children thought the same. Staff also saw the school positively with all areas of the School Opinion Survey rated above the state benchmarks. Staff morale is above the state with 94% of staff stating that this is a good place in which to work.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|--|-------------------|
| their child is getting a good education at school | 91.7% |
| this is a good school | 95.8% |
| their child likes being at this school* | 91.7% |
| their child feels safe at this school* | 95.8% |
| their child's learning needs are being met at this school* | 100.0% |
| their child is making good progress at this school* | 95.8% |
| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 100.0% |
| teachers at this school motivate their child to learn* | 100.0% |
| teachers at this school treat children fairly* | 100.0% |
| they can talk to their child's teachers about their concerns* | 91.7% |
| this school works with them to support their child's learning* | 95.8% |

Our school at a glance

| | |
|---|-------|
| this school takes parents' opinions seriously* | 95.8% |
| student behaviour is well managed at this school* | 82.6% |
| this school looks for ways to improve* | 87.5% |
| this school is well maintained* | 95.8% |

Performance measure (Nationally agreed items shown*)

| Percentage of children who agree that: | 2012 [#] |
|---|-------------------|
| they are getting a good education at school | 97.5% |
| they like being at their school* | 94.2% |
| they feel safe at their school* | 91.7% |
| their teachers motivate them to learn* | 98.3% |
| their teachers expect them to do their best* | 100.0% |
| their teachers provide them with useful feedback about their school work* | 94.8% |
| teachers treat children fairly at their school* | 90.8% |
| they can talk to their teachers about their concerns* | 91.2% |
| their school takes children' opinions seriously* | 82.6% |
| student behaviour is well managed at their school* | 69.0% |
| their school looks for ways to improve* | 95.0% |
| their school is well maintained* | 88.9% |
| their school gives them opportunities to do interesting things* | 89.9% |

Performance measure (Nationally agreed items shown*)

| Percentage of school staff who agree: | 2012 [#] |
|--|-------------------|
| that they have good access to quality professional development | 82.8% |
| with the individual staff morale items | 82.8% |

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Springfield Lakes State School continues to be supported by a strong P&C Association and parent body. We actively encourage parents as partners in their child's education. Parents are encouraged to become involved in decision making across the school. We have parent representation on the SWPBS Committee and the school's Curriculum Forum.

Springfield Lakes State School actively promotes parent involvement within our school and values the strong partnerships with parents. The fortnightly newsletter, website, class bulletins and an open door approach have kept parents informed and ensured high level participation in the school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Springfield Lakes State School responsibly uses utilities and facilities and maintains a variety of strategies to reduce our environmental footprint. These include setting the air conditioners to 24°C, turning off lights and fans when not required, installing awnings to cool rooms and reduce electricity and recycling glass, plastic and paper.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 218,648 | 3,258 |
| 2010-2011 | 262,240 | 3,130 |
| 2011-2012 | 349,445 | 3,177 |

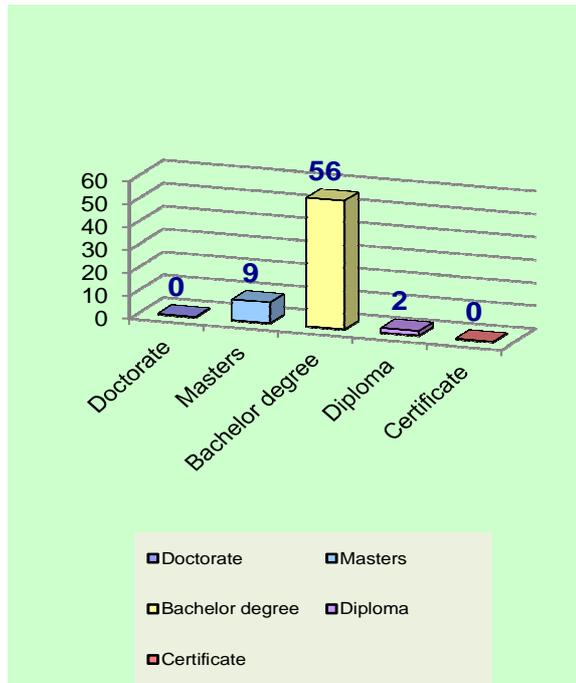
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 69 | 33 | <5 |
| Full-time equivalents | 61.5 | 20.6 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 9 |
| Bachelor degree | 56 |
| Diploma | 2 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$71,720.33.

The major professional development initiatives are as follows:

- First Steps in Mathematics
- Preparation for implementation of the National Curriculum
- Functional Grammar

Our staff profile

The major professional development activities undertaken during 2012 include:

- Schoolwide positive behaviour
- First Steps in Mathematics
- Peer coaching and mentoring

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

| Average staff attendance | 2010 | 2011 | 2012 |
|--|-------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 95.2% | 95.4% | 94.6% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.6% of staff was retained by the school for the entire 2012 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 web page.

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

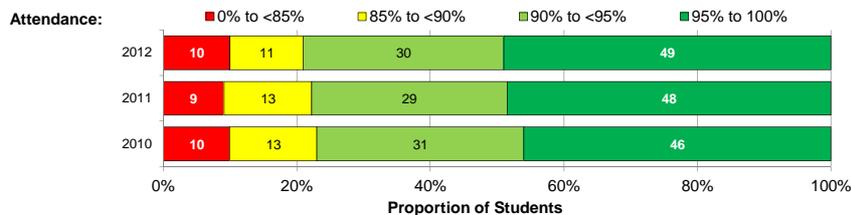
Key student outcomes

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2010 | 92% | 93% | 93% | 95% | 94% | 94% | 93% |
| 2011 | 94% | 93% | 93% | 93% | 94% | 93% | 94% |
| 2012 | 92% | 94% | 93% | 93% | 93% | 94% | 93% |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of children by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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. The class rolls are marked each day by the teacher. When a teacher is absent the rolls are marked and the data is entered by office staff. All parents are expected to advise the school of the reason for any absence from school. Should a child be absent from school for three (3) consecutive days or more without a satisfactory explanation the parents are contacted by telephone or mail. The attendance rates for each class are closely monitored by the principal and the classes with the best attendance rate are acknowledged and rewarded on parade.

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

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.

Performance of our children

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 whose NAPLAN results 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 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

Our school has a low percentage of children who identify as having Aboriginal or Torres Strait Islander ancestors. These children perform at or above their peers. There is no significant gap.