

Springfield Lakes State School

Queensland State School Reporting

2013 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.

Contact Person Peter Doyle (Principal)

Principal's foreword

Introduction

Each year Queensland State Schools publish important information to their parents and community members. This report provides a summary of the progress made at Springfield Lakes State School during 2013. It provides details about staff qualifications and the professional development activities undertaken in 2013. It also provides details of the learning outcomes achieved by Springfield Lakes children in literacy and numeracy.

Springfield Lakes State School welcomes children from within the school's enrolment catchment. 2013 saw our school participate in the joint venture with Springfield Central State High School for the year 7 children to attend high school. Approximately 50% of the year 7 cohort participated in this project. Regardless of the significant drop in year 7 children, the school's enrollment figures climbed to 1050.

School progress towards its goals in 2013

The school priorities for 2013 were:-

- **Implement the Australian Curriculum**
 - With Core Priorities**
 - Reading
 - Numeracy - Problem solving & mental calculations
 - Writing - 7 Steps to Writing Success, Words their Way
 - Science
 - History
- **Implement whole school pedagogical practices-** pedagogical agreement & explicit teaching
- **Using Data to inform teaching practices and improve school performance-**NAPLAN/ Whole school assessment data
- **Develop instructional leadership with a focus on workforce performance**
- **Develop productive partnerships with students, staff, parents and the community.**

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2013 School Annual Report



An audit of the school progress in 2013 revealed that the school achievement in eight performance areas has significantly improved to a High Standard in all eight areas.

Effective Teaching Practices - School leaders are committed to continuous improvement in teaching practices throughout the school

Differentiated Classroom learning - Teachers tailor their teaching to student needs and readiness. Teachers respond to differences in cultural knowledge and experiences and cater for individual differences by offering multiple means of representation, engagement and expression.

Systematic Curriculum Delivery - The school's curriculum delivery plan identifies the curriculum, teaching and learning priorities and requirements set out in the P-12 Curriculum Framework.

An Expert Teaching Team - The school builds a professional team of highly able teachers including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching.

Targeted Use of School Resources - The school applies its resources (staff time, expertise, funds, facilities & materials) in a targeted manner to meet the learning needs of all students. It has school-wide policy, practices and programs in place to assist in identifying and addressing student needs.

A Culture that Promotes Learning - The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

Analysis and Discussion of Data - There is evidence that the school has given a high priority to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes.

An Explicit Improvement Agenda - The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice. Improvement outcomes for literacy, numeracy and science are explicit and measurable.

Future outlook

The clear focus for Springfield Lakes State School in 2014 is to improve children's learning outcomes in Reading, Writing and Numeracy through explicit teaching and differentiation.

The school is continuing with a program of refining the curriculum and focusing on implementing the explicit improvement agenda.

The school has made use of its \$300 000 funding from the Great Results Government funds to support teachers in the lower school through the employment of a pedagogical coach. This coach will implement an intensive and focused program aimed at improving results in reading and writing in our lower school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1047	535	512	93%
2012	1092	556	536	93%
2013	1046	530	516	92%

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

Characteristics of the student body:

Springfield Lakes State School has an enrolment management plan which restricts enrolments to children residing in the Springfield Lakes catchment area. Our children are representative of approximately 45 cultural groups. Eligible children with English as a second Language are supported by a ESL Teacher. Springfield Lakes currently has a very small population (2.4%) of children who identify as Aboriginal and Torres Strat Islander. A number of children are from defence force families who are supported by the Defence School Transition aide. All classes are within Education Queensland class size limits.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	26	24	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	68	55	52
Long Suspensions - 6 to 20 days	0	0	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive 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
- * 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. A new mobile lab was established with 15 laptops available for the senior classes.

Our school at a glance

Social climate

The school Chaplaincy Program is recognised as a key component of the supportive school environment at Springfield Lakes State School. The Chaplain works beside school staff and the Guidance Officer to provide pastoral care for children, staff and the parent community.

The Defence School Transition Aide contribute to providing a supportive, educational environment for families of Australian Defence Force personnel through on-site, direct and flexible assistance to children, parents, teachers and other support services.

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 well attended and positive throughout 2013. 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 2013 School Opinion Survey clearly shows that both parents and students think this is a good school. Over all parents are happy with the high expectations and useful feed back they receive from the teachers. Parents are happy that their children are motivated and supported at school.

There was an improvement in the confidence of children who now see that they feel safe at school.

The survey shows that teachers and staff are happy with improvements and are happy working at this school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	92%	97%
this is a good school (S2035)	96%	93%
their child likes being at this school* (S2001)	92%	93%
their child feels safe at this school* (S2002)	96%	86%
their child's learning needs are being met at this school* (S2003)	100%	93%
their child is making good progress at this school* (S2004)	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	100%	96%

Our school at a glance

they can talk to their child's teachers about their concerns* (S2009)	92%	100%
this school works with them to support their child's learning* (S2010)	96%	96%
this school takes parents' opinions seriously* (S2011)	96%	92%
student behaviour is well managed at this school* (S2012)	83%	82%
this school looks for ways to improve* (S2013)	88%	92%
this school is well maintained* (S2014)	96%	90%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	94%
they like being at their school* (S2036)	94%	95%
they feel safe at their school* (S2037)	92%	97%
their teachers motivate them to learn* (S2038)	98%	96%
their teachers expect them to do their best* (S2039)	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	93%
teachers treat students fairly at their school* (S2041)	91%	88%
they can talk to their teachers about their concerns* (S2042)	91%	86%
their school takes students' opinions seriously* (S2043)	83%	85%
student behaviour is well managed at their school* (S2044)	69%	78%
their school looks for ways to improve* (S2045)	95%	93%
their school is well maintained* (S2046)	89%	89%
their school gives them opportunities to do interesting things* (S2047)	90%	90%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	95%
student behaviour is well managed at their school (S2074)	80%
staff are well supported at their school (S2075)	84%
their school takes staff opinions seriously (S2076)	97%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	95%

Our school at a glance

their school gives them opportunities to do interesting things (S2079)

94%

* 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 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

Springfield Lakes State School parents are involved as partners in their children's education through the development of positive and supportive relationships at both the individual teacher-parent level and the collective whole school approach. Parents are encouraged to access classroom programs, regular dialogue and reporting sessions, school committees and associations, parents' and citizens' committees, curriculum forums as well as participation in individual class programs. Parents are also 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, weekly parades, 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 the 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	262,240	3,130
2011-2012	349,445	3,177
2012-2013	289,387	6,958

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

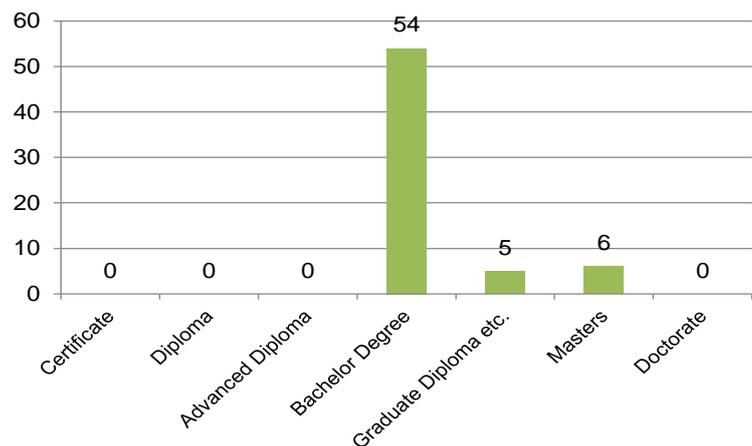
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	65	35	<5
Full-time equivalents	60	21	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	54
Graduate Diploma etc.	5
Masters	6
Doctorate	
Total	65



* 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 2013 were \$ 27 160.00. The major professional development initiatives are as follows:

John Flemming Model - Explicit Instruction and Differentiation

Mathematics – Problem Solving and planning

School Wide Positive Behaviour

Curriculum Planning

Coaching and Mentoring

The proportion of the teaching staff involved in professional development activities during 2013 was approximately 100%

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2013 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

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

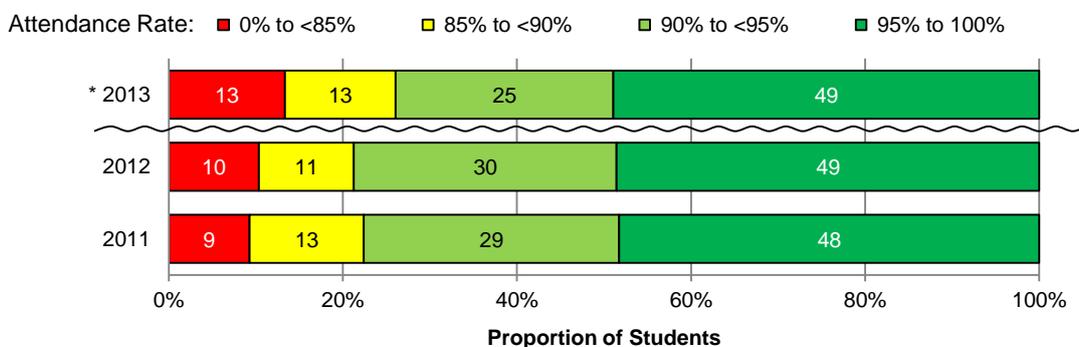
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	93%	93%	93%	94%	93%	94%					
2012	92%	94%	93%	93%	93%	94%	93%					
2013	93%	92%	92%	93%	93%	92%	92%					

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 from 2013 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 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 school now implements an attendance monitoring system call ID Attend. The electronic class rolls are marked twice a 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

Performance of our students

monitored by the principal and the classes with the best attendance rate are acknowledged and rewarded on parade. In addition to this all children are encouraged to attend every day they are well. This message is enforced during parades, in the newsletters and on the school community sign. All major event ie. Sports Days, Talk like a Pirate, are held at the end of the week or on last days of the term to encourage full attendance.

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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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 community works closely together to identify the specific learning needs of all our children. There is a relentless focus on the academic performance of each child. The Aboriginal and Torres Strait Islander children are not only acknowledged but also valued as important members of our school community. NAIDOC Celebrations and Harmony day are held annually and the school employs an Indigenous education teacher aide who is timetabled to work with the children and proactively work with the community. Acknowledgements to Country are performed all school events and ceremonies and the Aboriginal and Torres Strait Islander flags are flown daily. Our school has a very low percentage of children who identify as having Aboriginal or Torres Strait Islander ancestors. These children perform academically at or above their peers. There is no significant gap.