

# Queensland State School Reporting – 2011

## Springfield Lakes State School (5556)



Postal address	PO Box 4106 Springfield 4300
Phone	(07) 3437 9888
Fax	(07) 3437 9800
Email	the.principal@springfieldlakesss.eq.edu.au
Webpage	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
Contact Person	Principal, Peter Doyle

## Principal's foreword

### Introduction

The School Annual Report for Springfield Lakes State School for 2011 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 students 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 2011 our school continued to experience significant growth. 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. Additional funding was received from the Queensland Department of Communities

The foundation principal, Mr Tom Byrne, left the school in February 2011, to take up a new position within the Department of Education. The school was led by two acting principals, until the appointment of Mr Peter Doyle in October, 2011.

### School progress towards its goals in 2011

Springfield Lakes State School 2011 Operational Plan focussed on five 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
- School moderation as per QCAR and school reporting guidelines

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

### **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
- 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 Students
- 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 students to perform above the National Minimum Standard  
Managing growth to ensure a safe and supportive environment

Literacy and Numeracy are an integral part of school life at Springfield Lakes State School..

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1047	535	512	93%

## Characteristics of the student body:

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

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.5
Year 4 – Year 10	25.6
Year 11 – Year 12	0
All Classes	24.3

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	68
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	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.

## Our school at a glance

- A Strings Music Program for Years 3 – 7
- Instrumental Music Program for Years 4 – 7
- Junior Choir for students in Years 2 - 3
- Senior Choir for students in Years 4 – 7
- Interschool sport
- 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
- Student Leadership Program
- Camping Program for Years 4 – 7

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### 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

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### How Information and Communication Technologies are used to assist learning

All students 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 students use on a daily basis to enhance teaching and learning

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### Social climate

Student welfare, discipline and safety are managed in a supportive, consultative manner with policy and procedures documented clearly in the school Responsible Behaviour Plan for Students. Schoolwide Positive Behaviour Support (SWPBS) has enabled the school to implement a clearly articulated set of expectations taught to all students, with a focus on positive recognition for successfully following them. Students, 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 students 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.

The school Chaplaincy Program is recognised as a key component of the supportive school environment at

## Our school at a glance

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 students, staff and the parent community. The 2010 School Opinion Survey showed that 94% of our parents thought that Springfield Lakes State School is a good school and 95% of students 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.

### Parent, student and teacher satisfaction with the school

The 2010 School Opinion Survey showed that 74% of our parents thought that Springfield Lakes State School is a good school and 76% of students 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	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%
Percentage of staff members satisfied with morale in the school	60%

### 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 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, 2010-2011

	Electricity KwH	Water KL
2011	262,240	3,130
2010	218,648	3,258
% change 10 - 11	20%	-4%

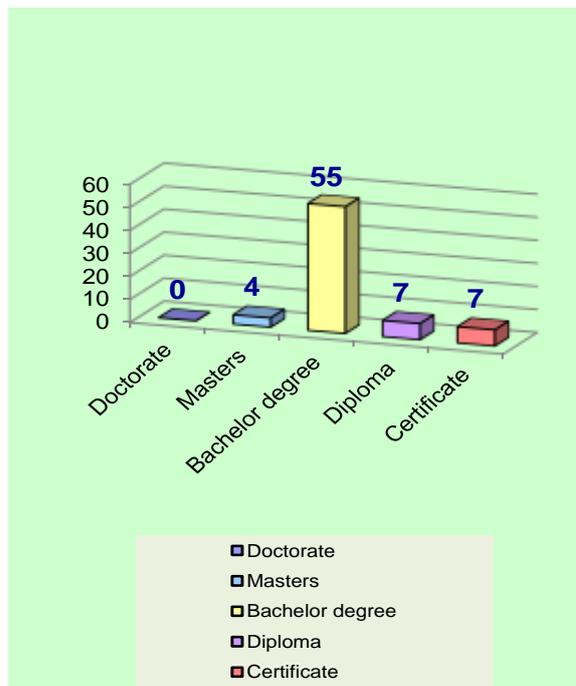
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	73	30	<5
Full-time equivalents	61	18	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	55
Diploma	7
Certificate	7



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$ 18,574.67

The major professional development initiatives are as follows:

- OneSchool Training,
- Differentiation,
- School Wide Positive Behaviour,
- Using School Data in the Classroom,
- Mentoring
- Peer Learning

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

## 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 2011 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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

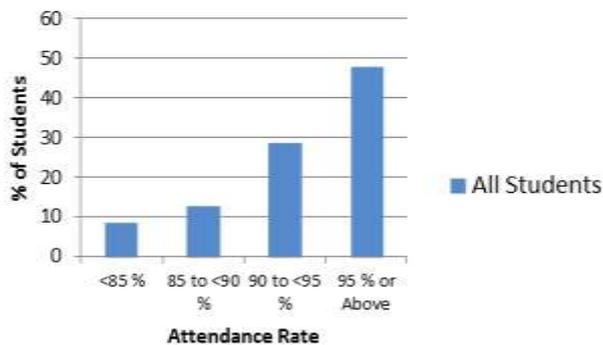
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

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

### Student Attendance Distribution

The proportions of students 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, 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/>.

# Performance of our students

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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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

In 2011, Springfield Lakes SS had 27 indigenous students. Their attendance rate overall (90.2%) was a little below that of non-indigenous students (93.3%). However the percentage of indigenous students (19.2%) with attendance rates below 80% was significantly greater than nonindigenous students (4.4%). Conversely, however the percentage of indigenous students with attendance rates above 90% (15%) was significantly better than our non-indigenous (7%).

There are a number of unusual, but valid and extenuating factors, in the high rate of absenteeism in some of our indigenous students in 2011. The school maintains close contact with these families to support their specific needs.

Overall in 2011, the academic achievement for our indigenous students was pleasing, with all but one who have sat the NAPLAN tests, attaining above the National Minimum Standard in Reading, Writing and Numeracy. The rate of improvement in the Year 3 NAPLAN results in Reading and Numeracy has met or exceeded the system expectation for improvement. In 2011, eight indigenous students in Year P-2 are yet to participate in the Naplan testing, but our expectations are very positive. All of our indigenous students receive targeted support, either intervention to extension, dependent on their needs, to maximise their learning outcomes.