


QUEENSLAND STATE SCHOOL REPORTING - 2010

Springfield Lakes State School (5556)

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Principal's foreword

Introduction

The School Annual Report for Springfield Lakes State School for 2010 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.

School progress towards its goals in 2010

Springfield Lakes State School 2010 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
- 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
- Positive School Opinion Survey

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: Springfield Lakes is a coeducational school.

Year levels offered: P - 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1010	500	510	84%

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 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	96%	4%	0%
Year 4 – Year 10	27	56%	44%	13%	44%
All Classes	25	83%	75%	8%	18%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	18
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.
- 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
- Perceptual Motor Program

Our school at a glance

Extra curricula activities

Student Council Years 4 – 7
Swimming – Learn to Swim in Year1
AFL – Junior Club
Breakfast Club
National Competitions
School Choirs

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 students 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.

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 2010. 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 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.

Other School Opinion Survey results included:

Performance Area	% Response for Parents	% Response for Students
That this is a good school	94%	95%
That students are treated fairly	88%	86%
That students are happy to go to school	97%	93%

Our school at a glance

Parent, student and teacher satisfaction with the school

The data from the School Opinion Survey was extremely positive reflecting that students, parents and staff highly value the school. All results have shown satisfaction with improvement in four of the five areas listed below.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	85%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	84%
Percentage of staff members satisfied with morale in the school	93%

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 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

During 2010, solar panels were installed as part of the wider government strategy to reduce the environmental footprint of the school. The school was successful with a grant submission for additional water tanks to be installed. 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.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$94,144	\$46,572	\$31,374	\$7,329	\$8,668	\$0	\$201	218,648	3,258	0
2009	\$78,359	\$34,927	\$0	\$0	\$5,083	\$0	\$38,349	210,852	4,417	0
% change 2009 - 2010	20%	33%	N/A	N/A	71%	N/A	-99%	4%	-26%	N/A

Our staff profile

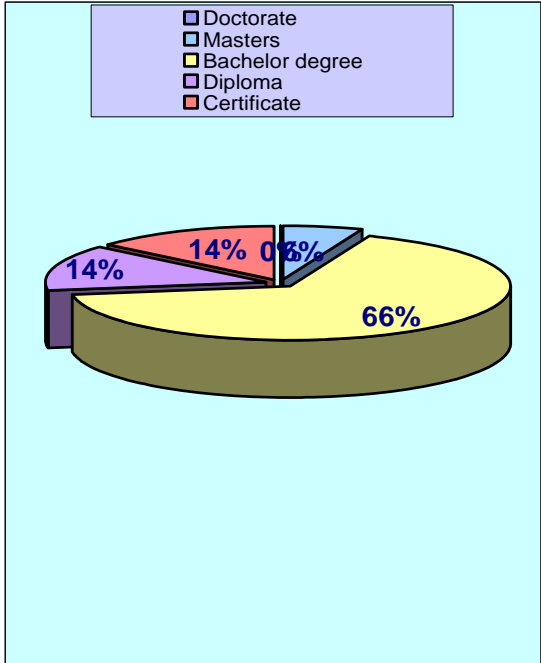
Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	63	28	<5
Full-time equivalents	55	17	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	34
Diploma	7
Certificate	7

- Doctorate
- Masters
- Bachelor degree
- Diploma
- Certificate



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$35 3332 .

The major professional development initiatives are as follows:

- Functional Grammar
- NAPLAN Analysis
- Curriculum Conversations and Prep
- Health & Safety Investigations Training and First Aid
- Handwriting
- Schoolwide positive Behaviour Support and Anti-Bullying
- Literacy Block
- Understanding ASD
- Exemplar Writing
- Developing Performance Training

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

Our staff profile

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 92% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	93%	93%	95%	94%	94%	93%

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.

Class rolls are marked twice a day – at the beginning of the first and last sessions of the day. Roll data is collected centrally each week and entered into the school management system. Unexplained absences are followed up with a phone call to the child's parents.

If a student does not attend school for three days without parent/carer contact, a phone call is made to the home regarding the reason for absence. If the absence is a genuine illness or family reason, then no further action is required unless the child is absent for three more days without acknowledgement. If there are numerous unexplained absences over a period of time, EQ Policies and procedures are utilised.

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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

The attendance of indigenous students is managed according to school policy and procedures as mentioned in the section above.

The progress of indigenous students along with all of our students is monitored closely and teaching and learning programs are implemented to suit the needs of each child. Teachers meet regularly with their line manager to discuss each child's achievements and resources are provided as required. Families are provided with support as needed. Funding targeted for teacher or teacher aide support is directed to maximise attainment for indigenous students.

Retention is managed through the school and region of all indigenous students. Springfield Lakes State School employs as indigenous Teacher Aide to support our indigenous students across the school.