

Springfield Central State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	PO Box 4787 Springfield 4300
Phone:	(07) 3470 6222
Fax:	(07) 3470 0106
Email:	principal@springfieldcentralshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr Leon Proud (Principal)

School Overview

Since Springfield Central State High opened in 2011, we have progressively combined excellence in student outcomes and strong family values, to build a reputation in the wider community as a school of choice. Our MAGNA excellence programs and growing International Student Program enrich the learning experiences of all of our students. We endeavour to “Scale Great Heights” with every individual student by focusing on high performance expectations and a personalised approach. Our expectations are high and our students have proven that they can scale even greater heights as we continue to support their needs and challenge their expectations to strive for excellence. We have developed a culture that is about focused learning, high expectations and celebrating success. Our school is a safe, enjoyable, focussed and disciplined place of learning. Expectations around work effort, personal presentation and behaviour are very high with strong pro-active strategies to support students who are struggling and clear consequences for those students who do not engage with that support. Schooling at Springfield Central State High is a happy and inspiring experience, a time and a place where every young person develops intellectually, personally and socially. Every student experiences rigorous learning, significant personal growth and the spirit that comes from belonging to a nurturing community bigger than themselves. Our community is very supportive of the school and our parent body is actively engaged with the school in our mission to develop young people who strive for the highest of standards, personal bests and have strong values that will empower them to contribute in life within and beyond Springfield in the years ahead. Visit our website at www.springfieldcentralshs.eq.edu.au.

Mission:

Springfield Central State High develops young people who strive for the highest of standards, personal bests and have strong values that will empower them to contribute in life within and beyond Springfield in the years ahead.

Vision:

Exceptional Today, Inspirational Tomorrow.

Motto: Scale Great Heights

Values: Respect, Responsibility, Resilience, Relationships

Principal’s Foreword

Introduction

This report will outline our achievements from 2016 and outline some key goals for the future. The report will additionally give important information on;

- Our school profile and specific characteristics of our school
- Our curricular and extra-curricular offerings
- Our integration of information and communications technology

- The school's social climate and programs designed to support students
- Our staff profile
- Our results against a key set of targets around student performance & student/staff & parent satisfaction.

You will clearly see from the details provided in this report that Springfield Central State High has had a successful sixth year of operation and continues to grow into one of the finest state high schools in the south-east corner of Queensland.

Schooling at Springfield Central State High is a happy and inspiring experience, a time and a place where every young person develops intellectually, personally and socially. Every student experiences rigorous learning, significant personal growth and the spirit that comes from belonging to something bigger than themselves.

School Progress towards its goals in 2016

2016 was our sixth year of operation. Our goals for 2016 were structured around our four core values of Respect, Responsibility, Resilience and Relationships, and were aligned to the strategic priorities outlined in the School's 2013-2016 Strategic Plan.

1. Leading Learning – A Culture of Wellbeing

Strategy	Actions	Progress
Review and refine our processes and structures to promote attendance, positive student behaviour and connectedness, and increased engagement with our 4 CORE values.	Embed attendance policy including attendance officer and case management and wellbeing initiatives into Year Level Coordinator roles.	Mostly completed and implemented
	Embed 'The Springfield Centrals' that integrate ESCM strategies, ASOT common agreements and school RBP procedures around application of our 4 CORE values.	To be completed in 2017
	Review the HALO Point system with improved communication, criteria and awards in the school to recognise positive student behaviours both inside and outside of the classroom.	To be completed in 2017
Further develop our Junior Secondary transition programs.	Continue to work with feeder primary schools in relation to student transitions and the sharing of teacher expertise and resources.	Implemented
	Implement a targeted Junior Secondary Toolkit program for Year 7 and Year 8 students.	Implemented
	Engage regional and external expertise to provide coaching and support in enhancing our Junior Secondary offerings.	Implemented
Promote the development of cognitive and emotional wellbeing	Develop and implement a positive youth development and schoolwide wellbeing strategy across Year 7-12.	Partially completed
	Review the Health and Physical Education program for wellbeing, identity and personal development inclusion in health units.	Implemented

2. Leading Teaching: Guaranteed and Viable Curriculum

Strategy	Actions	Progress
A coherent and sequenced plan with consistent teaching and learning expectations and a clear reference for monitoring across the year levels.	Develop a whole school curriculum overview that adequately addresses important 21st century skills.	Partially completed
	Implement common consistent curriculum and assessment planning practices across the school i.e. unit plans, course overviews, task sheets, moderation.	To be completed in 2017
	Refine and embed whole school literacy (reading focus) numeracy and excellence programs (ITV, PUP, Project U2B, MAGNA).	Partially completed
	Further develop and enhance the Response to Intervention Delivery Model across Year 7-12	Partially completed
	Develop and implement whole school Quality Learning strategy.	Partially completed
Professional capability of staff.	Implement the TOP Program each term aligned to ASOT and EI roll-outs, and embed the Annual Review Process, the WOW process, Profiling and Teacher Induction Program including the Mentoring Beginning Teachers program.	Implemented
	Develop Whole School Professional Learning Plan (PLP) and provide links to PD opportunities on the One Portal site.	Partially completed
		Implemented

	Expand leadership capacity across the whole school through formal work shadowing opportunities and the implementation of Leadership Lounge.	
Refine and embed a consistent model for student learning that focuses on the Art and Science of Teaching (ASOT)	<p>Review implementation plan of ASOT design questions.</p> <p>Continue the rollout of ASOT as a whole school Ped Framework with a focus on utilising Explicit Instruction tools and Gradual Release of Responsibility model, all integrated within the school's Common Agreements.</p> <p>Utilise the Levels of Operation for a High Reliability School to progressively address and achieve increasingly more sophisticated levels of effectiveness.</p> <p>Strategic Leadership Team (SLT) continues to oversee TISO (Teams Improving Student Outcomes), with a clear vision around alignment of all practices to continually improve student outcomes.</p>	<p>Partially completed</p> <p>Partially completed</p> <p>Partially completed</p> <p>Partially completed</p>

3. Leading Futures: Targeted and personalised learning for individual pathways

Strategy	Actions	Progress
Classroom activities are tailored to students' level of readiness and need.	<p>Data for Differentiation (D4D) TISO institutes a data plan and PD to build data literacy focused on class information sheets and One School Dashboard to engage with data for targeted and personalised learning for individual learners.</p> <p>Refine RTI processes to inform staff of students requiring additional support, with specific strategies and a bank of resources embedded as part of the process.</p> <p>Initiate innovative co-teaching strategies with specialist staff and classroom teachers.</p> <p>Continue to work closely with all three levels of government and local organisations to build school/ community infrastructure and cohesiveness i.e. multi-use hall.</p>	<p>Completed and partially implemented</p> <p>Partially completed/ to be completed in 2017</p> <p>To be completed in 2017</p> <p>Partially completed/ to be completed in 2017</p>
Refine and embed a strong tracking program as students pass through the senior phase of learning to ensure they are successfully meeting the requirements for their chosen pathway.	<p>Expand opportunities for all senior students to reach their potential with a focus on refining QCS prep, academic coaching for OP Pathway students, targeted resourcing to support non-OP Pathway students and tracking QCE/OP success through TrackEd.</p> <p>Build strong, innovative and strategic partnerships with QLD TAFE, WesTEC Trade Training Centre, Health Alliance, USQ, Queensland Academies of Excellence and other external providers regarding additional opportunities for students both during and after school.</p> <p>Implement a case management system in literacy and numeracy for junior secondary students to close the gaps in learning.</p>	<p>Implemented</p> <p>Implemented/ ongoing</p> <p>Partially completed</p>
Further develop and embed programs for students with a focus on personal growth and development.	<p>Review Young Leaders Program (YLP) in Year 10 to streamline the key life skills being taught at important junctures, implement growth and development for students in Year 10-12 and continue to work with outside agencies as appropriate.</p> <p>Expand on schoolwide initiatives to further embed our four school values i.e. weekly focus, HALO, 4R awards, Springfield Saints, Duke of Edinburgh.</p> <p>Review and refine School Representative Council (SRC) and student leadership responsibilities and processes.</p> <p>Expand community involvement opportunities to enhance community connection and relevance across all school programs i.e. school council, student volunteering, social media, special activities and events.</p>	<p>Partially completed</p> <p>Partially completed</p> <p>Implemented</p> <p>Partially completed</p>

The data available to the school throughout 2016 provided evidence that these key goals are developing strongly during our sixth year of operation. School Opinion Survey & NAPLAN data which is highlighted later in this report, clearly demonstrates that we are also progressing strongly in meeting these core goals.

In 2016 the school set some very specific schoolwide targets. Our progress against these targets included;

Targets Achieved	Targets Progressing Towards
<ul style="list-style-type: none"> ▪ School Opinion Survey satisfaction ratings ▪ Student attendance <85% ▪ QCE/QCIA attainment ▪ NAPLAN NMS Year 7 ▪ OP 1 to 5 and 1 to 15 % 	<ul style="list-style-type: none"> ▪ Levels of Achievement % ▪ % graduates in the workforce ▪ Overall attendance ▪ NAPLAN NMS Year 9 ▪ NAPLAN U2B ▪ QCS Test A-B and A-C %

Future Outlook

In 2016, the school conducted its Quadrennial School Review to inform the new 2017-2020 School Plan. The three strategic priorities in the Strategic School Plan include; 21st Century Pathways, Inspirational Teaching, Strong Community.

The school's explicit improvement agenda for 2017 is;

1. Writing

Exceptional Today, Inspirational Tomorrow through;

- Consistent whole school writing practices as outlined in the whole school Literacy Plan
- Introducing a close writing program aligned to the close reading program
- Targeted literacy lessons focusing on consistent writing practices
- A consistent editing code for providing feedback on student writing.

2. Targeted and effective feedback

Exceptional Today, Inspirational Tomorrow through;

- Students setting and reflecting on targeted learning goals
- Established feedback cycles that inspire learning
- Upskilling staff in effective formative assessment.

3. Wellbeing

Exceptional Today, Inspirational Tomorrow through;

- Embedding toolkits for students to plan and navigate change.
- Target areas include;
- Primary engagement
- Junior School
- Senior School (blue and gold)
- Year 13 pathways.

Specific schoolwide targets in 2017 will focus on;

- Levels of Achievement A-C (7-10) and (11-12)
- Student Effort and Behaviour levels A-C
- School Opinion Surveys
- Year 13 – Post School Pathways
- Attendance
- QCE Attainment
- NAPLAN achievement
- Year 12 Overall Position (OP) data

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	951	504	447	28	95%
2015*	1101	603	498	36	94%
2016	1204	668	536	32	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

With growing enrolments, the diversity of our school also grows. The student body at Springfield Central State High comprises a rich variety of cultural backgrounds. There are small percentages of Indigenous, and EAL/D families within the student body. The vast majority of parents are working, with often both parents working. There is a mix of professional, para-professional and trade-based employment amongst our parent body. Parents are very actively engaged with the school and seek consistent communication and feedback on the progress of their child(ren).

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	24	25
Year 11 – Year 12	18	19	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 Springfield Central SHS's teaching and learning priorities focused on delivering a high quality curriculum embedded with our Four Core Pillars of Guaranteed and Viable Curriculum, High Impact Teaching, High Expectations and Positive Relationships. Marzano's 'The Art and Science of Teaching' framework blended with Explicit Instruction created the pedagogical framework under which all instruction was delivered. Our 'Springfield Centrals' gave consistent routines, procedures and a common language enacted by every teacher at Springfield Central SHS. The Australian Curriculum and P - 12 Curriculum, Assessment and Reporting Framework were the points of truth creating the platform from where our curriculum was developed and implemented into each year level. Features of our curriculum included:

- Junior Core subjects – English, Mathematics, Humanities, Science, HPE, Japanese
- Power Up - specific lessons of Literacy and Numeracy with a focus on Close Reading
- Year 7 and 8 Electives – Robotics, ICT, Music, Visual Arts, Home Economics and 3D Printing
- Year 9 and 10 Electives – Business, ICT, Music, Visual Art, Home Economics, ITD, Graphics, Legal Studies, Media Arts, Dance, Drama and Japanese
- Magna Extension Academic Program

- Magna Music Extension Program
- Supported Intervention and Personalised Learning classes
- Senior Pathway Options – Gold (Academic/OP) Pathway and Blue (Vet/Trade) Pathway
- QCS Preparation
- Multiple Certificate Courses
- Traineeships and school based apprenticeships
- Springfield Central is very proud of the curriculum offerings provided to students that are both precise and personalised in terms of meeting the needs of students.

Springfield Central is very proud of the curriculum offerings provided to students that are both precise and personalised in terms of meeting the needs of students.

Co-curricular Activities

Our comprehensive and extensive extra curricula programs provide our students with opportunities to pursue areas of interest as well as additional opportunities for character development, decision making, leadership and problem solving. In striving for the education of the whole person, Springfield Central State High aims to provide as many activities as possible, within and outside the curriculum. Participation in extra curricula activities though not compulsory, is encouraged. Our offerings included;

- Melbourne Arts Tour
- Show Choir
- Concert Band
- Stage Band
- String Quartet
- Media Club
- Drama Club
- Dance Troupe
- Creative Generation
- Multiple Eisteddfod performances
- State Honours Ensemble Program
- Interschool and regional Sporting fixtures
- Science Club
- Primary STEM Extension Days
- Chess Club
- Robotics Club
- Multicultural Day
- Go for Gold – Tutoring and Homework group

How Information and Communication Technologies are used to Assist Learning

Staff have participated in school and individually identified professional development to improve digital literacy and pedagogy. This is conducted during faculty meetings and Learning Lounges at the end of each term. Additionally, beginning teachers and new staff receive an IT induction as part of the Beginning Teacher program and initial induction.

Staff and students use ICT to operate within teams and to communicate for professional purposes in accordance with The Code of School Behaviour and Code of Conduct for the Queensland Public Service. The school One Portal, email and drive structure continue to be refined, leading to improved communication between staff, parents and students. Student expectations are outlined in the school's Responsible Behaviour Plan.

The school selects ICT to suit the learning context and diversity of learners. Currently, the school provides the following resources:

- 10 computer labs, each with between 16 and 28 desktop devices
- 19 computers in the library
- iPads in use as an assistive technology in the educational support program
- Loan laptops for students with a specific educational need or as an alternative to the BYOD program
- 3D printers to increase exposure to emerging technologies
- High speed wireless connection to the Polaris data centre
- Investment in subject specific and industry standard software suites such as Adobe Creative Cloud, games programming and Autodesk suites

Students engage in learning experiences which incorporate ICT to implement curriculum intent within each learning area. The school develops students' digital citizenship through the modelling and explicit teaching of ethical, safe and legal use of digital resources, tools and environments, in accordance with Departmental policies. Extensive work on infrastructure and systems development conducted in preparation for 2017 BYOD rollout was undertaken.

Social Climate

Overview

Springfield Central is a very calm, friendly and disciplined learning environment. Our focus is on developing each student intellectually, personally and socially. Our four core values are taught and reaffirmed each day and are the foundations of our disciplined place of learning. In 2016, we created Year Level Coordinator positions to further promote our positive environment and enhance our pastoral care strategies. We have a pro-active program called the Young Leaders Program (YLP) which is focused on building key life-skills in our students, as well as our HALO program which promotes and positively reinforces positive student behaviours. In addition to YLP there are a number of targeted programs for students that help with issues such as self-



esteem, resilience and bullying. The school uses the 'bully-busters' approach and program to ensure that bullying is dealt with promptly. In the 2016 school opinion survey, it was noted that parent satisfaction remained similar to the previous year, however student satisfaction levels declined from the previous year.

- 95% of parents stated they felt their child was safe at this school and 98% stated that it was a good school
- 92% of parents felt they could talk to their child's teachers about concerns.
- 72% of students stated that student behaviour is well managed at this school and 85% stated that they were treated fairly by their teachers
- 91% of parents stated that student behaviour is well managed at this school.

Springfield Central is very proud of the high standards we have set around our school environment. Students understand the expectations and work every day to 'Scale Great Heights' in terms of their focus on learning. 100% of students and staff know and demonstrate our four core values of respect, resilience, relationships and responsibility.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	95%	94%
this is a good school (S2035)	96%	93%	98%
their child likes being at this school* (S2001)	97%	90%	96%
their child feels safe at this school* (S2002)	97%	95%	95%
their child's learning needs are being met at this school* (S2003)	96%	90%	93%
their child is making good progress at this school* (S2004)	95%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	93%
teachers at this school motivate their child to learn* (S2007)	90%	82%	89%
teachers at this school treat students fairly* (S2008)	89%	88%	90%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	92%
this school works with them to support their child's learning* (S2010)	94%	88%	90%
this school takes parents' opinions seriously* (S2011)	94%	84%	88%
student behaviour is well managed at this school* (S2012)	88%	87%	91%
this school looks for ways to improve* (S2013)	95%	91%	94%
this school is well maintained* (S2014)	98%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	77%	96%
they like being at their school* (S2036)	93%	78%	92%
they feel safe at their school* (S2037)	99%	77%	93%
their teachers motivate them to learn* (S2038)	100%	83%	97%
their teachers expect them to do their best* (S2039)	100%	91%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	77%	91%
teachers treat students fairly at their school* (S2041)	93%	63%	85%
they can talk to their teachers about their concerns* (S2042)	89%	65%	79%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	93%	53%	82%
student behaviour is well managed at their school* (S2044)	93%	53%	72%
their school looks for ways to improve* (S2045)	99%	86%	98%
their school is well maintained* (S2046)	100%	78%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	81%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	99%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	98%	82%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	82%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	99%
student behaviour is well managed at their school (S2074)	98%	82%	97%
staff are well supported at their school (S2075)	95%	74%	92%
their school takes staff opinions seriously (S2076)	90%	83%	91%
their school looks for ways to improve (S2077)	100%	91%	99%
their school is well maintained (S2078)	98%	93%	100%
their school gives them opportunities to do interesting things (S2079)	95%	89%	93%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Since the school's opening in 2011, strong parental involvement has continued. This has continued to flow through in our sixth year of operation. Our P&C have continued the wonderful work of maintaining the culture and standards in our school that are expected from the community.

Opportunities are provided to the P&C at each meeting to ask questions and give feedback. This is used to improve our practice within the school. The school also conducted a number of open afternoons and Parent/Teacher interviews throughout the year to engage with parents about their child's learning. Open days were also held for existing and prospective parents to view the school and our associated programs. For parents of students who have diverse needs individual meetings are conducted with the relevant teaching staff and the Head of Special Education Services, to ensure each student can access and participate fully at school.

As an Independent Public School, the school also is governed by a School Council. In 2016, the school undertook the quadrennial school review and developed the 2017-2020 School Strategic Plan. Students, parents, community and staff were consulted during this year long process. The School Council endorsed this strategic document in Term 4.

The school website is continually updated with links for parents and students into the school. Email is a major communication tool between the school and families, as well as the use of ID Attend where student absence notifications are sent as an SMS message to parents/caregivers. A school Facebook page was also created to further enhance our communication strategy.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We use our four core values as the principal drivers for developing respect, understanding, personal safety and awareness.

Programs are delivered through our:

- Junior Secondary Toolkit Program
- HPE Curriculum
- Young Leaders Program
- Senior Pathways Program

A strong focus has been on student personal safety and awareness. Key messages around abuse and violence, conflict resolution, reporting, cyber safety, sexual education, and our four core values of respect, resilience, responsibility and relationships were covered through external speaker presentations, school sessions, reinforced at parades, and integrated into classroom lessons.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	133	132	152
Long Suspensions – 6 to 20 days	7	16	14
Exclusions	12	10	1
Cancellations of Enrolment	4	3	6

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Springfield Central is endeavoring to be environmentally friendly and has the following actions in place. We have recently completed a project with students where they received 100 native flora from Ipswich City Council to help reduce our carbon footprint. We also have various water saving devices fitted and tank water which has the ability to assist our irrigation and flushing system in the toilets and reduce water consumption. Our waste bins consist of general waste, recycle waste and green waste. We also have solar panels fitted throughout various locations in the school. In 2016 our school was involved in a pilot called 'Bitpool' whereby students could monitor heat levels and energy consumption to increase efficiency and provide real world data for students to engage with.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	463,371	4,411
2014-2015	513,702	7,861
2015-2016	584,389	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	88	37	<5
Full-time Equivalents	86	30	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	4
Bachelor degree	73
Diploma	5
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$79,896.43.

The major professional development initiatives are as follows:

- Participation in Teacher Observation and Feedback Programs
- Pedagogical Framework – Art and Science of Teaching
- Explicit Instruction and Close Reading Strategy
- Differentiation and the effective use of data
- Effective Skills for Classroom Management (ESCMs)
- Junior Secondary and Senior Secondary Schooling
- Attendance at regionally organised professional development with a focus on literacy and/or numeracy, and senior school pathway initiatives
- School provided professional development aligned to school and faculty priorities and individual staff member Annual Performance Review goals
- Professional development for key curriculum leaders, administration staff and non-teaching staff

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	86%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

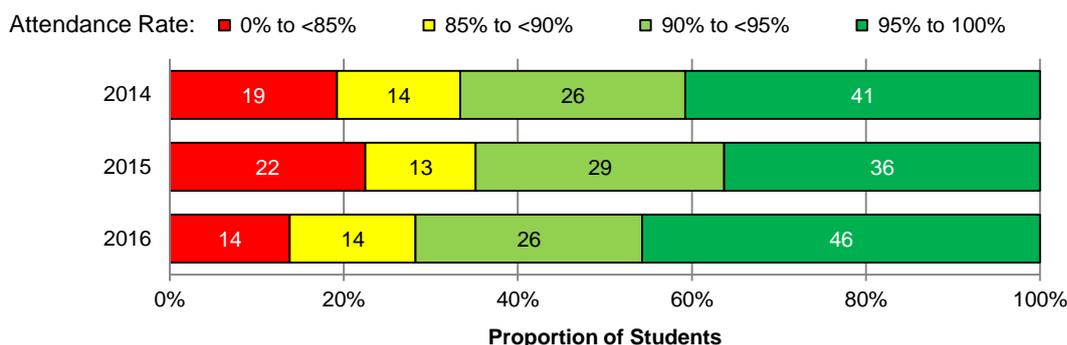
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014								93%	92%	91%	89%	90%	89%
2015								93%	91%	90%	88%	87%	89%
2016								94%	93%	92%	90%	92%	92%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The school utilises an electronic roll marking system called ID Attend. This allows student attendance to be tracked for every lesson. Rolls are marked during CARE in the morning and then in each subsequent lesson. If a student is not present at school and notification has not been received from a parent, then a text message is sent to the parent seeking clarification.

The school employs an Attendance Officer who works with the Year Level Coordinators and families regarding student absences, liaises with the relevant Year Level Deputy Principals for consecutive unexplained absences, and collates relevant data sets on school and student attendance patterns. In addition, the school corresponds home each week when students have unexplained absences.

For persistent patterns of non-attendance the school engages with parents to resolve concerns. The school also uses the Guidance Officer to support in these situations. The school actively promotes 'Every Day Counts' with students and parents.

NAPLAN

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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	79	145	147
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP)	42	69	77
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	17	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	50	85	90
Number of students awarded an Australian Qualification Framework Certificate II or above.	47	82	88
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	79	145	145
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	68%	81%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	96%	99%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	3	10	18	9	2
2015	9	22	16	17	5
2016	10	21	31	15	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	8	42	12
2015	9	76	12
2016	10	85	8

As at 3rd February 2017. The above values exclude VISA students.

Senior students from Year 10-12 were enrolled in a wide variety of vocational courses including Certificate I, II, III and Diploma qualifications in 2016;

- Certificate I courses included Construction, Core Skills for Employment, Information and Digital Media, Engineering, Operations, Skills for Work and Vocational Pathways, Workplace Practices, Horticulture, Information and Digital Media, Engineering Pathways, Business, Sampling and Measurement, Hairdressing, Health Support Services, Retail Make-Up and Skin Care, Retail Services and Retail Operations, Sport and Recreation, Sport coaching and Visual Arts.
- Certificate II courses including Automotive Underbody Technology, Electro Technology, Hospitality, Kitchen Operations, Skills for Work and Vocational Pathways, Workplace Practices, Horticulture, Information and Digital Media, Engineering Pathways, Business, Sampling and Measurement, Hairdressing, Health Support Services, Retail Make-Up and Skin Care, Retail Services and Retail Operations, Sport and Recreation, Sport coaching and Visual Arts.
- Certificate III courses including Carpentry, Plumbing, Media, Hospitality, Early Childhood Education and Care, Cabinet Making, Health Services Assistance and Visual Arts.
- Diploma courses in Business, Screen Media and Specialist Make-Up Services.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	101%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	100%	80%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

https://springfieldcentralshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/SpringfieldCentralStateHighSchool_NextStep2016.pdf

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students leaving school early left for alternate educational pathways, vocational pathways for example apprenticeships or for employment opportunities. Students that disengaged from school were supported by our school's transitions pathways officer and senior phase of learning staff. Our school monitors progress of early leavers in finding an educational or employment pathway and provides the necessary support where required.

Conclusion

It is with great pleasure that we present the 2016 School Annual Report for Springfield Central State High School.