

# Springfield Central State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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# School Overview

Since Springfield Central State High School 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 continue to 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. 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](http://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 2017 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 seventh 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 2017

2017 was our seventh year of operation. Our goals for 2017 were structured around our explicit improvement agenda of writing, feedback, and wellbeing, and were aligned to the strategic priorities outlined in the School's 2017-2020 Strategic Plan.

### 1. 21<sup>st</sup> Century Pathways

Strategy	Actions	Progress
Ensure all curriculum documents are fully aligned to the Australian Curriculum, assessment is front ended and the whole school curriculum plan and curriculum offerings are focused on literacy and numeracy integration, critical and creative thinking, Core Skills, ICTs and STEAM.	Continue to develop a whole school curriculum that addresses 21st century skills with common consistent planning and assessment practices and embedding general capabilities cross-curriculum priorities into curriculum documents.	Commenced, to be completed in 2018
	HOD Curriculum focusing on working holistically across facilities embedding higher order thinking, innovation and embedding entrepreneurial skills into all curriculum documents.	Commenced, to be completed in 2018
Implement a process for	Strengthen the Professional Learning Community (PLC) by	Implemented

students in all year levels to know their data over time, where they receive effective feedback and coaching and co-construct personal achievement targets in every subject at key junctures.	establishing strategic Professional Learning Teams (PLT), with scheduled meetings at key junctures for student performance review, data-informed discussions and sharing of effective teaching strategies to improve student performance. Implement specific strategies for feedback of academic data, e.g. achievement ladders aligned with best practice reporting (7-9 A-E, 10-11 R3, 12 R6), to individual students at key junctures.	Implemented
Develop a systematic technology plan to address the continual expansion of the BYOD platform and eLearning initiatives to ensure advanced digital learning technologies are embedded throughout the school.	Develop a roll out plan for BYOD initiative with defined milestones and infrastructure considerations. Conduct environmental analysis to establish the baseline for workforce capability to deliver age appropriate digital pedagogy. Initial phase of technology plan delivered with key milestones achieved.	Completed  Commenced, to be completed in 2018  Commenced, to be completed in 2018
Review our Senior Phase of Learning to ensure each student's pathway is highly individualised and students are adequately prepared for their desired post school pathway, for global citizenship and have employability skills for the future.	Embed a certificate I Information Technology integrating developmental learning relating to relationships curriculum, core school values (4Rs), employability skills and data literacy. Develop academic (GOLD) options on line 7 to enhance student performance, considering the new SATE system 2019, e.g. High Order thinking, well-being, independence etc.	Implemented  Implemented, monitor and enhance in 2018
Enhance opportunities for greater access to alternative pathways for students seeking tertiary study (OP/rank or ATAR equivalent) i.e. Diplomas, AMAB tests, Early Start University courses.	Strengthen partnership with USQ participating in increasing promotion and participation for USQ Headstart programs (11-12), partnership program for early entry.	Commenced, to be completed in 2018
Investigate, identify and evaluate innovative educational programs that are consistent with our pedagogical program, align to the vision and expectations of our wider community, and provide varied opportunities for students. i.e. Little Tokyo Two, Mater, USQ, Academies, Sporting programs.	Implement community engagement strategies by liaising with external organisations to establish innovation partnerships (Little Tokyo Two, USQ – Headstart, Academies etc.) to enhance pathways options. Investigate a health partnership with Mater hospital educational services seeking pathways to cert III or Diploma courses in health.	Commenced, to be continued in 2018  Implemented

## 2. Inspirational Teaching

Strategy	Actions	Progress
Review the pedagogical framework "The Springfield Centrals" in relation to ASOT implementation and current research, and quality assure the implementation process and monitor its impact on improving student outcomes.	Revisit ASOT Design Questions and Explicit Instruction as per master schedule, streamlining and contextualising strategies to reflect SCSHS's vision and priorities.	Completed, implement in 2018
Implement a systematic and deliberate approach to observation, feedback and coaching of the "Common Agreements" that is aligned with the school's pedagogical framework.	Establishment of triangulated PLCs (incorporating TOP and WOW) to enhance peer coaching in the area of Common Agreements and Springfield Centrals. Monitor the use of Springfield Centrals regularly by systematic walkthroughs and the analysis of data from online surveys	Implemented, refine for 2018  Partially implemented
Facilitate processes to ensure faculty consistency exists and subject curriculum leaders and experts both within and outside the school share their knowledge and learn from each other.	Implement and monitor a Whole School Professional Learning Framework explicitly linked to the 2017 Strategic Plan Delivery of quality induction processes for continuing, new and beginning staff	Partially completed  Implemented, refine for 2018
Develop and implement a whole	Complete 2017-2019 Workforce Plan – staffing profile,	Not completed

school Workforce Plan that maintains the highest standards of staff recruitment, engagement and professional development (PD), with a strong focus on staff wellbeing.	recruitment, engagement, retention, PD and training, wellbeing. Improve staff sense of belonging by enacting a staff focused on enhancing staff well-being through an increase in social club events and staff celebrations.	Partially implemented
Further develop targeted strategies for the use of student data, moderation and class information sheets, resulting in individualised personal learning, ensuring early intervention for students requiring additional support, higher achieving students are stretched and challenged and higher order thinking strategies are taught in every subject.	Build a culture of accountability and formative assessment where data informs differentiation strategies and personalised learning for all students based on the evidence-based school improvement process: Know your data / Know your students / Know your strategies. Deliberate PLT sessions inclusive of data-informed discussion in cycles of review of previous year/term performance (aims), classroom dashboard reflections (actions) and OneSchool reporting data reviews (outcomes), achievement ladders (feedback) to enhance student performance.	Partially completed Partially completed Implemented

### 3. Strong Community

Strategy	Actions	Progress
Extend partnerships with key feeder schools to implement transition programs and nurture shared practice aligned with common improvement priorities.	Expand the Primary Engagement Program to include a phase of shared practice, mutual understanding and cooperation.	Mostly implemented
Review our current Student Support processes and case management processes in both the Junior and Senior Schools and establish a consistent Student Support System.	Implement a referral process for students to Learning Enhancement including SWD, LD and students at and below NMS. Establish an "Every Student Succeeding" program where students at and below NMS are monitored and case managed. Continue the Senior Schooling committee to monitor and case manage senior students at risk.	Partially implemented Limited implementation Implemented
Develop specific and appropriate wellbeing and pastoral care programs, positive behaviour acknowledgement (Halo) processes, incorporating a growth mindset methodology, which develops our four core values within every student.	Conduct a review of the school to determine the short and long term wellbeing needs in order to generate a schedule of priorities to be scheduled for implementation (PBL framework). Shape, scope and implement wellbeing toolkits in each cohort that addresses change management needs and builds upon an age appropriate implementation process.	Completed, to be implemented in 2018 Ongoing development, to be implemented in 2018
Enhance school spirit and culture by establishing initiatives to increase positive social interactions, school traditions, sense of belonging and participation for current and past students and staff, parents and the wider community.	Create a yearly overview of opportunities to increase the sense of belonging and participation in school events for the entire school community. School Culture Team implemented to grow initiatives that continue to build a strong school-wide culture. The School Culture Team (SCT) will enhance house culture with visible school and house mascots, increased number of house meetings, house chants, house competitions (holistic – attendance, achievement, sports) and specific house areas with promotional materials as well as identify, schedule and promote school traditions.	Partially completed Partially implemented Implemented, continue to refine in 2018
Establish student leadership systems, criteria, roles and responsibilities to ensure provision of a breadth of leadership opportunities both within the school and out in the community.	Establish portfolio areas that student leaders can align with (E.g. Cultural, Sport, Wellbeing, Community, etc.). Locate and utilise external providers for leadership days for all students involved in the SRC – team building, leadership development & communication.	Completed, to be implemented in 2018 Limited implementation
Expand and develop our International Student Program (ISP) through hosting students, visits and tours as well as providing our own students and staff with international opportunities.	Expand ISP Homestay capability to support growing enrolments and study tour demand. Generate an end of 2019 strategic plan that explicitly details anticipated growth.	Completed, continue on 2018 Partially completed

Develop and implement a Marketing Plan to promote our school and enhance our profile across the Springfield area and beyond.	Promote school to the community utilising local media and social media (Facebook) to highlight school activities and achievements.	Partial implementation
	Provision of information packs at Year 7 information events	Completed

In 2017 the school set some very specific school-wide targets. Our progress against these targets included;

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

### Future Outlook

In 2017, the school implemented the first year of 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 2018 is;

#### 1. Writing

- Implement explicit writing pedagogy
- Explicitly teach writing across all subject areas
- Build staff capacity to teach writing

#### 2. Feedback

- Embed structured feedback cycles for student learning and staff development
- Build staff capability to both receive and provide explicit feedback for growth

#### 3. Wellbeing

- Implement targeted wellbeing programs to meet student and staff needs
- Develop a whole school 'Wellbeing Plan' that maps initiatives across the year for students and staff
- Establish a whole school 'Wellbeing Team' that oversees the development and implementation of the 'Wellbeing Plan'

Specific school-wide targets in 2018 is focused 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

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1101	603	498	36	94%
<b>2016</b>	1204	668	536	32	95%
<b>2017</b>	1410	781	629	39	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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 actively engaged with the school and seek consistent communication and feedback on the progress of their children.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	25	26
Year 11 – Year 12	19	18	18

## Curriculum Delivery

### Our Approach to Curriculum Delivery

In 2017 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. A focus on aligning the curriculum to the Australian Curriculum's achievement standards, elaborations general capabilities and cross-curricular priorities gave leverage for in-depth training to staff and leadership. 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.

Marzano's 'The New Art and Science of Teaching' framework combined 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. Features of our curriculum included:



- Junior Core subjects – English, Mathematics , Humanities, Science , HPE, Japanese
- Power Up - specific lesson Literacy and Numeracy with a focus on Close Writing
- Year 7 and 8 Electives – Robotics, ICT, Music, Visual Arts, Home Economics, Enterprise 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

### Co-curricular Activities

- School musical - Fame
- 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
- Gifted & Talented Group
- Multicultural Day
- Community Week
- Go for Gold – Tutoring and Homework group

### How Information and Communication Technologies are used to Assist Learning

Students engaged in learning experiences that incorporated ICT to implement curriculum intent within each learning area. The extent and types of interactions depended on the subject and curriculum, as the software used by the subject. For example, the Technology faculty use AutoCAD and the Arts faculty use Premier Pro extensively. A variety of platforms to support eLearning, such as the Learning Place and OneDrive, are in use across subjects and faculties. All faculties are using Microsoft Office (Word, Excel, PowerPoint, etc). Work has commenced on developing a consistent, school-wide approach to integrating ICT.

In 2017, the school implemented BYOD for all MAGNA and Year 11 students. Significant work occurred to prepare school systems/advertise to parents & feeder schools/inductions. The school also hired an additional full-time trainee to provide technical support for BYOD.

Since 2017, student participation in ICT10115 - Certificate I in Information, Digital Media and Technology is compulsory for all Year 10 students. The purpose of this course is to equip students with the basic digital literacies required for success in senior school and beyond. The completion rate of this course in 2017 was 97% and the remaining 3% of students are scheduled to complete the course during the semester 1, 2018 exam block.

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 a BYOD alternative
- 3D printers to increase exposure to emerging technologies
- Drones and robotics equipment for specialist subjects
- High speed wireless connection to the Polaris data centre in Springfield
- Investment in subject specific and industry standard software suites such as Adobe Creative Cloud, games programming and Autodesk suites.

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. Cyber safety and reputation management remains a priority of the school and a schedule of presentations and workshops are delivered to each year level.

## Social Climate

### Overview

Springfield Central is a learning environment that is calm, friendly and disciplined where the focus is on developing each student intellectually, personally and socially. It is built on a base of our four core values of respect, resilience, relationships and responsibility that are taught and reaffirmed each day and are the foundations of our place of learning.

Springfield Central State High has a number of effective processes and programs in place to create a positive school culture. We have a number of support professionals such as Guidance Officers, Advisory Visiting Teachers, Youth Support Workers and School Based School Nurse and Transition Officer to guide and assist students. Year Level Coordinators further promote our positive environment and enhance our pastoral care strategies. We have pro-active Enrichment classes that are focused on the social emotional wellbeing of our students through building key life-skills for students in Year 7-9. In 2017, the school became a Positive Behaviour for Learning (PBL) Tier 1 school. There are also a number of targeted programs that help with issues such as self-esteem, resilience and bullying.

In the 2017 school opinion survey, it was noted that parent satisfaction remained fairly similar to the previous year, however student satisfaction levels declined from the previous year.

- 91% of parents stated they felt their child was safe at this school and 92% stated that it was a good school
- 98% of parents stated teachers at this school expect their child to do his or her best
- 85% of students stated that they are getting a good education at 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:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	94%	90%
this is a good school (S2035)	93%	98%	92%
their child likes being at this school* (S2001)	90%	96%	88%
their child feels safe at this school* (S2002)	95%	95%	91%
their child's learning needs are being met at this school* (S2003)	90%	93%	89%
their child is making good progress at this school* (S2004)	90%	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	88%
teachers at this school motivate their child to learn* (S2007)	82%	89%	84%
teachers at this school treat students fairly* (S2008)	88%	90%	82%
they can talk to their child's teachers about their concerns* (S2009)	94%	92%	91%
this school works with them to support their child's learning* (S2010)	88%	90%	86%
this school takes parents' opinions seriously* (S2011)	84%	88%	82%
student behaviour is well managed at this school* (S2012)	87%	91%	81%
this school looks for ways to improve* (S2013)	91%	94%	93%
this school is well maintained* (S2014)	100%	98%	96%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	77%	96%	85%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they like being at their school* (S2036)	78%	92%	75%
they feel safe at their school* (S2037)	77%	93%	83%
their teachers motivate them to learn* (S2038)	83%	97%	64%
their teachers expect them to do their best* (S2039)	91%	99%	90%
their teachers provide them with useful feedback about their school work* (S2040)	77%	91%	75%
teachers treat students fairly at their school* (S2041)	63%	85%	56%
they can talk to their teachers about their concerns* (S2042)	65%	79%	53%
their school takes students' opinions seriously* (S2043)	53%	82%	53%
student behaviour is well managed at their school* (S2044)	53%	72%	60%
their school looks for ways to improve* (S2045)	86%	98%	80%
their school is well maintained* (S2046)	78%	97%	81%
their school gives them opportunities to do interesting things* (S2047)	81%	95%	74%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	99%	86%
they feel that their school is a safe place in which to work (S2070)	96%	100%	95%
they receive useful feedback about their work at their school (S2071)	82%	88%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	86%	85%
students are encouraged to do their best at their school (S2072)	100%	97%	97%
students are treated fairly at their school (S2073)	100%	99%	91%
student behaviour is well managed at their school (S2074)	82%	97%	73%
staff are well supported at their school (S2075)	74%	92%	73%
their school takes staff opinions seriously (S2076)	83%	91%	70%
their school looks for ways to improve (S2077)	91%	99%	89%
their school is well maintained (S2078)	93%	100%	95%
their school gives them opportunities to do interesting things (S2079)	89%	93%	89%

\* 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 seventh 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.

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 is also used to enhance our communication process.

### 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
- Enrichment 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	2015	2016	2017
Short Suspensions – 1 to 10 days	132	152	222
Long Suspensions – 11 to 20 days	16	14	6
Exclusions	10	1	7
Cancellations of Enrolment	3	6	7

## 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.

Springfield Central State High School will be included in the Government's Advancing Clean Energy Schools (ACES) program. This program is an investment over three years to install solar power and energy efficiency measures across schools to reduce schools' carbon footprint, and contribute to our 50% renewable energy target by the year 2030.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	513,702	7,861
2015-2016	584,389	
2016-2017	741,176	4,428

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	101	43	<5
Full-time Equivalents	97	34	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	25
Bachelor degree	67
Diploma	2
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 2017 were \$121,378.

The major professional development initiatives are as follows:

- Participation in Teacher Observation and Feedback Programs
- Pedagogical Framework – Art and Science of Teaching
- Explicit Instruction
- Australian Curriculum
- Close Writing and Reading Strategy
- Differentiation and the effective use of data
- Wellbeing
- 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
- Leadership development for key Leadership Staff
- Professional development for administration staff and non-teaching staff

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	90%	92%

\*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 2017 for all Queensland Secondary schools was 90%.

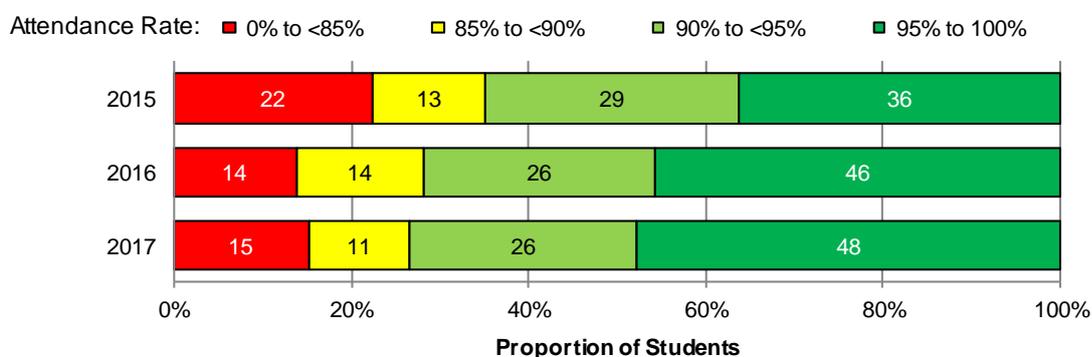
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	91%	90%	88%	87%	89%
2016								94%	93%	92%	90%	92%	92%
2017								94%	91%	92%	91%	92%	93%

\*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 Department of Education 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.

Key strategies to increase attendance are based around reward strategies. Students that meet attendance goals receive rewards and accolades. Patterns of non-attendance have been identified and strategies to engage students at those times have been employed to increase student attendance on those days.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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

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Sector:

Government

Non-government

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	2015	2016	2017
Number of students receiving a Senior Statement	145	147	165
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP)	69	77	83
Percentage of Indigenous students receiving an Overall Position (OP)	0%	50%	75%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	15	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85	90	97
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	88	94
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	145	145	165
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.	68%	81%	73%
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%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	99%	96%

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
2015	9	22	16	17	5
2016	10	21	31	15	0
2017	15	19	27	21	1

As at 14th February 2018. 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
2015	9	76	12
2016	10	85	8
2017	11	87	24

As at 14th February 2018. 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, IV and Diploma qualifications in 2017;

- Certificate I courses included Construction, Information and Digital Media
- Certificate II courses including Automotive Underbody Technology, Electro Technology, Hospitality, Kitchen Operations, Skills for Work and Vocational Pathways, Information and Digital Media, Engineering Pathways, Business, Sampling and Measurement, Health Support Services, Retails Services and Retail Operations, Sport and Recreation, Bicycle Mechanical Technology, Tourism, Salon Assistant (Hairdressing), Active Volunteering, Manufacturing and Visual Arts.
- Certificate III courses including Fitness, Engineering technology, Light Vehicle Mechanical, Carpentry, Plumbing, Media, Hospitality, Early Childhood Education and Care, Information, Digital Media and Technology, Health Service Assistance and Visual Arts.
- Certificate IV Fitness
- Diploma courses in Business

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	101%	84%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	80%	100%

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

[https://springfieldcentralshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Reports/7131\\_SpringfieldCentralStateHighSchool\\_NextStep2017\\_Summary.pdf](https://springfieldcentralshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Reports/7131_SpringfieldCentralStateHighSchool_NextStep2017_Summary.pdf)

### Early 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 to access an educational pathway or employment pathway post-school. Our school monitors progress of early leavers and supports every young person to access an educational or employment pathway.

## Conclusion

It is with great pleasure that we present the 2017 School Annual Report for Springfield Central State High School.