

Springfield Central State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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 information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	The Principal, Springfield Central State High School

From the Principal

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. Visit our website at www.springfieldcentralshs.eq.edu.au

School progress towards its goals in 2018

1. 21st Century Pathways:

Strategy: 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.

Actions	Targets Achieved
Continued focus on HODs leading their faculties understanding achievement standards, embedding general capabilities and cross-curriculum priorities. IAS allocation provides HODs to have increased administration time to ensure our curriculum is fully aligned with AC resulting in a lift in student outcomes.	JS 3 levels of planning completed – unit, year and whole school completed and published to wider community.
HOD Pedagogy will contribute to building the capacity of teachers by instructional leadership - modelling, coaching and promoting classroom strategies that maximise student learning and incorporating Global Citizenship.	80% of staff willing participants in coaching sessions with HOD Pedagogy.

Strategy: Implement a process for 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.

Actions	Targets Achieved
Individualised student profile sheets established for each student in senior school (11-12). Verified cyclical feedback to students using up-to-date mark books and respective achievement ladders. Ensure ladders are embedded in 7-12. Upskilling of new staff. Introduction of profile sheets.	Assessment ladders embedded 7-12. Enacted feedback cycles.

Strategy: 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.

Actions	Targets Achieved
Roll out phase 2 for BYOD initiative (yr 7, 11 and 12 students, as well as ALL Magna students) Switch upgrade to support.	Rolled out to all yr 7, 11 and 12 as well as Magna students.
Conduct curriculum analysis to identify software requirements and opportunities.	Embed technology within curriculum planning by end of year.
Roll out phase 2 of technology plan to support delivery of digital learning.	Phase 2 rolled out by end of year.

Strategy: 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.	
Actions	Targets Achieved
Review and refine to increase completion rate for students studying certificate 1 Information Technology.	Cert I IT Cert 1 program (reportable) – 100% completion.
Develop a process/program for line 7 for academic (GOLD) pathway students for implementation in 2019 to support cognitive development of high order thinking and preparedness for the well-being and academic considerations of the new SATE system.	Line 7 program developed. Best practice reviewed. Program resources prepared.
Strategy: 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.	
Actions	Targets Achieved
Initiate a flexible learning option working with early entry tertiary programs, e.g. USQ Head Start, for semester 3 (year 11 holidays) for academic students.	Increase Head Start enrolments.
Strategy: 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.	
Actions	Targets Achieved
Strengthen USQ partnerships in areas of sharing resources such as academia expertise with assistance with PD providers and facilities in media and aerospace areas.	Arts/Technology/Business/ Education productive partnerships established.
Maintain partnership with Mater health (2017-2018 enrolments) and continue to strengthen partnership with engagement with Mater across subjects, e.g. BSC, HED, SIP etc.	Graduates in Mater course. Enrolment in Mater course. School engagement in Mater programs.

2. Inspirational Teaching:

Strategy: 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.	
Actions	Targets Achieved
PD implementation plan to address content DQs 3,4,5 & 6 and PBL to cover context DQs 7,8 9 & 10.	100% staff upskilled in New ASOT DQs.
Strategy: Implement a systematic and deliberate approach to observation, feedback and coaching of the "Common Agreements" that is aligned with the school's pedagogical framework.	
Actions	Targets Achieved
New POD structure in faculty areas with more designated time through new meeting structure and guided facilitated discussion points based around the teaching and learning cycle (Intended, enacted, achieved curriculum etc.)	100% of staff collaborating within allocated Pods.
Focus on building capability with HODs by establishing line management structures and a culture of walkthroughs and sharing data in HOD Pods.	100% of HoDs regularly participate in walkthroughs and line management meetings with staff.

Strategy: 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.	
Actions	Targets Achieved
Implement and monitor a Whole School Professional Learning Framework explicitly linked to the 2017-2020 Strategic Plan.	100% PD linked to Strategic Plan/ EIA.
HOD Pedagogy delivery of quality induction processes for continuing, new and beginning staff ensuring clear role descriptions are to be given to HODs and mentors to ensure support is given beyond the already established weekly meeting structure.	100% of staff receive a quality induction program with follow up measures that ensure new staff feel supported.
Strategy: Develop and implement a whole school Workforce Plan that maintains the highest standards of staff recruitment, engagement and professional development (PD), with a strong focus on staff wellbeing.	
Actions	Targets Achieved
Map strategies for staff celebrations and social club events and devise a coordinated approach creating a calendar of well-being initiatives and utilising effective processes for internal promotional.	Increase number of initiatives. Increase participation in initiatives. Increase SOS results for staff satisfaction.
Develop 2018-2020 Workforce Plan – staffing profile, recruitment, engagement, retention, PD and training, wellbeing.	90%+ staff satisfaction (feeling supported, access to PD), 97%+ staff attendance.
Strategy: 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.	
Actions	Targets Achieved
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. On 2018 SFD all staff will be trained in data analysis and in POD meetings specific time will be given for collaborative conversations to occur about data and differentiation.	100% Staff in-serviced in using data to inform practice.

3. Strong Community:

Strategy: Extend partnerships with key feeder schools to implement transition programs and nurture shared practice aligned with common improvement priorities.	
Actions	Targets Achieved
Contribute to the Greater Springfield Learning Hub consortium.	90%+ feeder primary school Year 7 enrolments.
Strategy: Review our current Student Support processes and case management processes in both the Junior and Senior Schools and establish a consistent Student Support System.	
Actions	Targets Achieved
Review referral process with a view to increase staff engagement in process.	Database of supported students as evidence of numbers of students supported.
Embed case management of identified students - high level, low level learners, outliers (via the NAPLAN and A2E data). Extension of identified U2B students in Go for Gold Junior Program. Engagement of staff with data on case managed students. Targeted support of students on skill improvement.	100% of students above NMS in Junior Secondary. Increase in % students in U2B.

Devise specific role descriptions (SRDs) for members of the senior phase of learning to enhance efficiency and effectiveness as a team. Enact new HOD pathways and teacher aide senior school. Formal meeting schedule. Update senior management policy to include a schedule of key timelines for senior school for line of sight. Implement flexible learning options for students to enhance student academic performance and maintain QCE achievement.	100% of students attain QCE or QCIA with Cert Qual. OP1-5 20%. (16.1%) OP1-15 80%. (76%) SRDs for senior school committee members.
--	---

Strategy: 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.

Actions	Targets Achieved
Development of a staff & student wellbeing strategic plan and action plan.	Effort and behaviour levels A-C 95%+ SOS increase
Toolkits & enrichment programs developed & implemented for Years 7, 8 and 9.	Effort and behaviour levels A-C 95%+ SOS increase.

Strategy: 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.

Actions	Targets Achieved
Create a yearly overview of opportunities to increase the sense of belonging and participation in school events for the entire school community.	90%+ satisfaction (being involved, that this is a good school, good school spirit).
Development of house traditions/competitions, embed school logo throughout processes, devolution of house responsibility to student leaders, development of house meeting structure, establish student consultation/collaboration system, engagement of Alumni. Include community partnerships to tie in with community week activities.	House competitions House signs Student feedback Community week.

Strategy: 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.

Actions	Targets Achieved
Student development of portfolio areas – students to lead activities and engagement of peers. Action plan of activities.	Portfolio actions implemented.
Development of schedule of activities. Engagement of external providers.	Establish leadership day(s) in an off campus setting.

Strategy: 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.

Actions	Targets Achieved
Expand ISP Homestay capability to support growing enrolments and study tour demand.	25 Homestay families.
Implement International Plan that explicitly details anticipated growth.	20 – 25 students on program by end of 2018.

Strategy: Develop and implement a Marketing Plan to promote our school and enhance our profile across the Springfield area and beyond.

Actions	Targets Achieved
---------	------------------

Promote school to the community utilising local media and social media (Facebook) to highlight school activities and achievements.	90%+ satisfaction levels from School Opinion Surveys. (The school communicates well).
Develop School Promotion schedule for yearly activities.	90%+ satisfaction levels from School Opinion Surveys. (This is a good school).

Future outlook

OUR SCHOOL		
Our Vision and Mission 'Exceptional today, Inspirational tomorrow.'	Strategic Priorities <ul style="list-style-type: none"> 21st Century Pathways Inspirational Teaching Strong Community 	
Core Values <ul style="list-style-type: none"> Respect Responsibility Resilience Relationships 	Core Priorities for 2019 <ul style="list-style-type: none"> Subject Specific Vocabulary Formative Feedback Knowing Self and Others 	
Progress towards 2019 Key Targets		
Target	Semester 1	Semester 2
Attendance 93.5%		
7-10 KLA A-C 94%		
11/12 Ach A-C 100%		
Effort A - C 96%		
Behaviour A - C 96%		
QCE/QCIA 100%		
OP 1-15 (tracking) 80%		

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school Yes

Year levels offered in 2018 Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1204	1410	1538
Girls	668	781	854
Boys	536	629	684
Indigenous	32	39	47
Enrolment continuity (Feb. – Nov.)	95%	95%	94%

Notes:

- Student counts are based on the Census (August) enrolment collection.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	26	24
Year 11 – Year 12	18	18	19

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

In 2018 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 form 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

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 2018, the school implemented BYOD for all MAGNA and Year 7, 11 and 12 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. This Trainee was subsequently hired by a local Primary School to provide IT support. A new trainee was hired for 2019.

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 2018 was 97% and the remaining 3% of students are scheduled to complete the course during the semester 1, 2019 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.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	90%	88%
• this is a good school (S2035)	98%	92%	88%
• their child likes being at this school* (S2001)	96%	88%	89%
• their child feels safe at this school* (S2002)	95%	91%	88%
• their child's learning needs are being met at this school* (S2003)	93%	89%	84%
• their child is making good progress at this school* (S2004)	94%	92%	91%
• teachers at this school expect their child to do his or her best* (S2005)	96%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	87%
• teachers at this school motivate their child to learn* (S2007)	89%	84%	84%
• teachers at this school treat students fairly* (S2008)	90%	82%	78%
• they can talk to their child's teachers about their concerns* (S2009)	92%	91%	89%
• this school works with them to support their child's learning* (S2010)	90%	86%	87%
• this school takes parents' opinions seriously* (S2011)	88%	82%	84%
• student behaviour is well managed at this school* (S2012)	91%	81%	75%
• this school looks for ways to improve* (S2013)	94%	93%	87%
• this school is well maintained* (S2014)	98%	96%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	85%	99%
• they like being at their school* (S2036)	92%	75%	93%
• they feel safe at their school* (S2037)	93%	83%	98%
• their teachers motivate them to learn* (S2038)	97%	64%	94%
• their teachers expect them to do their best* (S2039)	99%	90%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	75%	94%
• teachers treat students fairly at their school* (S2041)	85%	56%	87%
• they can talk to their teachers about their concerns* (S2042)	79%	53%	72%
• their school takes students' opinions seriously* (S2043)	82%	53%	84%
• student behaviour is well managed at their school* (S2044)	72%	60%	80%
• their school looks for ways to improve* (S2045)	98%	80%	98%
• their school is well maintained* (S2046)	97%	81%	94%
• their school gives them opportunities to do interesting things* (S2047)	95%	74%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	86%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	96%
• they receive useful feedback about their work at their school (S2071)	88%	77%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	85%	91%
• students are encouraged to do their best at their school (S2072)	97%	97%	99%
• students are treated fairly at their school (S2073)	99%	91%	97%
• student behaviour is well managed at their school (S2074)	97%	73%	92%
• staff are well supported at their school (S2075)	92%	73%	92%
• their school takes staff opinions seriously (S2076)	91%	70%	89%
• their school looks for ways to improve (S2077)	99%	89%	97%
• their school is well maintained (S2078)	100%	95%	97%
• their school gives them opportunities to do interesting things (S2079)	93%	89%	94%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	152	222	308
Long suspensions – 11 to 20 days	14	6	15
Exclusions	1	7	10
Cancellations of enrolment	6	7	3

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Springfield Central is endeavouring 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	584,389	741,176	784,521
Water (kL)		4,428	3,027

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	115	47	<5
Full-time equivalents	110	38	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	10
Graduate Diploma etc.*	38
Bachelor degree	71
Diploma	2
Certificate	0

*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 2018 were \$114,423.14.

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 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	93%
Attendance rate for Indigenous** students at this school	90%	92%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

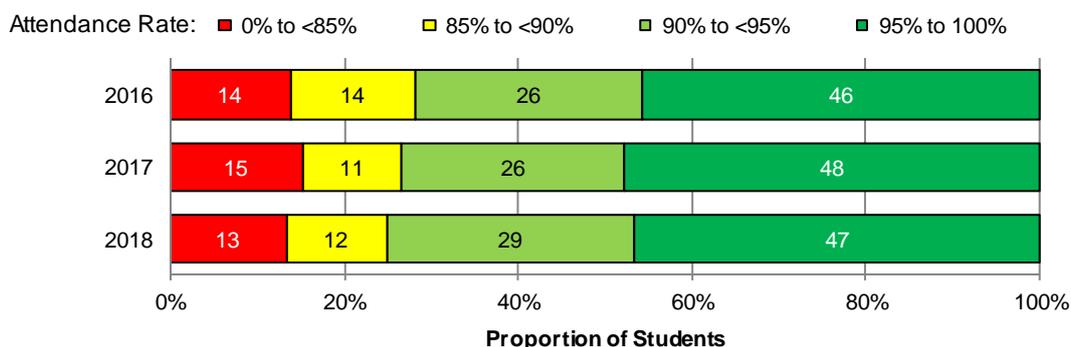
Year level	2016	2017	2018
Year 7	94%	94%	94%
Year 8	93%	91%	92%
Year 9	92%	92%	91%
Year 10	90%	91%	92%
Year 11	92%	92%	93%
Year 12	92%	93%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	147	165	203
Number of students awarded a QCIA	2	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	145	165	203
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	77	83	68
Percentage of Indigenous students who received an OP	50%	75%	0%
Number of students awarded one or more VET qualifications (including SAT)	90	97	143
Number of students awarded a VET Certificate II or above	88	94	140
Number of students who were completing/continuing a SAT	15	15	24
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	81%	73%	76%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	99%	96%	95%

Description	2016	2017	2018
-------------	------	------	------

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	10	15	11
6-10	21	19	20
11-15	31	27	21
16-20	15	21	14
21-25	0	1	2

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	10	11	15
Certificate II	85	87	129
Certificate III or above	8	24	73

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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 2018;

- 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, Retail 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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	84%	86%	99%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	100%	83%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.springfieldcentralshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>