Principal’s foreword

Introduction

The purpose of this report is to provide a clear snap shot of Springsure State School’s performance in 2011. The following report identifies our highlights, key achievements and key student outcomes against state and national benchmarks. There is a great deal of school pride in Springsure State School and we have a long and distinguished history to live up to. We encourage all of our students to take pride not only in themselves, but also in their school. Springsure State School is a caring, supportive school, with high expectations in school performance, behaviour and dress. At Springsure State School we aim to foster a spirit of co-operation amongst all involved in the education process. We have the benefit of a wonderful P-10 setting and are able to offer a continuous education path with a focus on middle schooling. Students from Primary and Secondary sectors work together to ensure quality educational outcomes for all students.

We are happy to present this report to you and encourage you to visit other areas of our web site. If you would like a hard copy of this document please collect one from the school administration.

School progress towards its goals in 2011

2011 saw a marked improvement in spelling data across years 5, 7 and 9. The introduction of ‘Principal’ school-wide spelling tests each term, explicit teaching of spelling across all year levels and an unrelenting focus on spelling as the school’s core priority contributed to this data. Every student in Year 5 met the national minimum standard in NAPLAN. Middle schooling philosophy, timetabling and logistics are continuing to be embedded in the Secondary Department which has contributed to relatively consistent secondary numbers in 2011. An improved Work Experience Program and a new Leadership Program has enabled stronger partnerships with the wider community further strengthening our Secondary Department.

Future outlook

Emerging Priorities for 2011:

2011 NAPLAN data reveals we have several students sitting at or just below the national benchmark in years 5, 7 and 9. More emphasis is being placed on moving these students up two bandings. Further attention to year 3 is required which was only comparable to the national mean in the strand of ‘writing’. All other strands in year 3 were below the national mean. Attention to: revisit our intervention support, use of specialist teacher and teacher aides to ensure we are not just catering for those students with learning difficulties but catering for all diverse learners. Other school priorities for 2011 include writing- particularly catering for our secondary students in the higher two bands with the ‘Writer’s Club’, implementing and start planning processes for National Curriculum, familiarization with ICT expectations and emphasis on embedding ICTs in all KLA areas.
Our school at a glance

**School Profile**

Coeducational or single sex: Coeducational  
Year levels offered: Prep - Year 10  

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolment</td>
<td>116</td>
<td>54</td>
<td>62</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

Our student population is predominantly from farming and mining family backgrounds. With many mining communities transience can be an issue; however our student numbers have remained relatively stable in 2011. Due to the remoteness of some of the family properties, long periods of wet weather can affect student attendance rates. Only a small percentage of our students come from families with a professional background. Springsure State School is strongly supported by the wider community and the school is seen as a focal place within the community.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>15.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>11.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>11.9</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th></th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

At Springsure State School, we consider ourselves as a learning community. Our curriculum will encourage the development of lifelong learning through the development of thinking skills, problem solving skills, literacy and numeracy skills, technology, communication skills and the ability to work co-operatively in a variety of groups. We always aim to achieve quality educational outcomes for all students.

KEY PRIORITIES FOR 2011

- A range of composite and single classes operated throughout the primary and secondary section. Students in Years 7 and 8 were combined into one class to more effectively operate within a Middle Schooling context.
- The elective subjects in Years 7 – 10 included: Agricultural Science, Visual Arts, Business Technology, Food Studies, Drama, Shop A and Shop B.
- The school offered Japanese as a LOTE (Language other than English) in primary and secondary.
- A Swimming Program for all students was conducted at the local 25m pool.

Extra curricula activities

Springsure State School Extra curricula activities in 2011:

- Cluster days/activities in Arts, Science, Under 8s, and Technology Boot Camp
- Learning Connections School program, based on sensory motor therapy, implemented across Prep – Year 3 classes daily.
- PCAP Mentoring project with cluster schools
- Instrumental Music program for students studying flute and saxophone, recorder, junior and senior choir and school band
- Primary and Secondary Touch Football Competition
- Primary Development Cup- Rugby League
- Secondary Exlr8 Leadership camp with cluster High Schools
  - Secondary Ski Trip to Perisher Blue
  - Year Seven Canberra Trip
  - Year Seven Impact Leadership

How Information and Communication Technologies are used to assist learning

How Information and Communication Technologies are used to assist learning:

Computers are integrated into the school’s curriculum from Prep-10. To facilitate the use of computers, there was a substantial investment in technology capability in 20011. Springsure State School has a renewal program to ensure the Information and Communication Technologies of the school are meeting the ongoing needs of students and teachers. As part of this renewal program all classroom computers are upgraded within a three year cycle. Springsure State School also gained a mining donation to support the infrastructure of the schools network.

Our HOC and ICT Coordinator have also been developing an ICT curriculum, which fits within our existing framework. Appropriate ICT Skill development is matched to the complexity of tasks required at various levels so that students continue to grow their skills and meet the requirements of the other KLAS at the same time. In 20011 various staff undertook professional development to complete their ICT Certificate or Pedagogical Licence.

Springsure State School students have used story board, movie maker, virtual classrooms, blogs, discussion boards and robotics as specialised ICT learning tools to enhance their engagement with classroom based activities. These specialised ICT tools have also been supported by the Office Suite of products that allows students to publish and present their work in different ways for different audiences. Students have also used web based learning tools such as mathletics and spellodrome.
Our school at a glance

Social climate

At Springsure State School a positive school climate has been established by providing opportunities for all students to participate in the ‘Friends for Life Values Program. The program continues to give students the skills to make appropriate choices and build resilience. Each morning the secondary students attend ‘Form Class’ whereby students are involved in a 15 minute pastoral care program that focuses on values and citizenship.

The School Responsible Behaviour Plan for Students is based on the rights and responsibilities of all stakeholders. Attached to the plan is the school’s Bullying Policy which clearly outlines the ‘no tolerance’ approach to bullying in school. Parents, students and staff are aware of the philosophy and operating principles of the plan. Proactive and Reactive strategies are implemented by staff and supported by the Principal and Guidance Officer. This Plan was reviewed in 2009 and endorsed by the Principal, President of the P&C and the ARD and will be reviewed again in late 2012. Individual behaviour plans for identified students are implemented when required. These are developed collaboratively with the class teacher, Guidance Officer, and parents and students. Springsure is a small country community that actively supports the local school and fosters strong community relations and is valued by students and is the focus of all that we do.

Parent, student and teacher satisfaction with the school

Whilst the student and parent data has remained relatively consistent from the year before, the most notable improvement in the data from 2011 is the increased staff morale and staff access to professional development. In the eight areas of the Staff Opinion Survey, there was a significant increase in seven of the eight areas surveyed.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>89%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

We promote strong home-school community links to assist in student learning and the early management of issues. By striving to achieve a co-operative approach to learning we all do our utmost to support each other in providing a quality education for the most important people in our school - the students. At Springsure State School, parents are invited to Parent-Teacher meetings early in the school year. These sessions are generally well attended. Various other formats were used to involve parents in their child’s education including invitations to class culminating activities and Literacy Information sessions.

The school community is kept informed of school happenings via a weekly newsletter. The Springsure State School parents are actively involved in assisting in class, with sporting teams, and fundraising activities. Parents contribute to the school direction via opinion surveys and representation on the Parents and Citizens Association. Parents have contributed to the school facilities through the raising of funds to purchase a variety of items to improve our school.
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Spasmodic attempts have been made with composting, worm farms and raising poultry. Students collected food scraps for these endeavours. Some of the school’s toilets been fitted with dual flush. Rain water tanks have been installed and are used for some drinking purposes and for the operation to the school’s War Memorial Fountain. The recent installation for an underground sprinkler system on the school oval should assist reduced water usage.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>954</td>
<td>776</td>
</tr>
<tr>
<td>2010</td>
<td>91,014</td>
<td>2,326</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-99%</td>
<td>-67%</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>17</td>
<td>11</td>
<td>&lt;4</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>14</td>
<td>7</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Highest level of attainment

<table>
<thead>
<tr>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate 0</td>
</tr>
<tr>
<td>Masters 0</td>
</tr>
<tr>
<td>Bachelor degree 14</td>
</tr>
<tr>
<td>Diploma 1</td>
</tr>
<tr>
<td>Certificate 2</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $20 532.

The major professional development initiatives were as follows:

- Technology initiatives - Utilization of Smart Classrooms Mentor to support Pedagogical licence and Interactive Whiteboard Software
- First Steps Reading Training shared with other Springsure / Emerald Schools
- ICT Pedagogical Certificate and Oneschool applications including mark books and unit planning
- Various Literacy initiatives including higher order thinking and writing ‘A’ exemplar
- National Curriculum implementation professional development through QSA
- Annual QSA Conference - Middle and Senior Phase
- QCAT Moderation

The involvement of the teaching staff in professional development activities during 2011 was 100% as per school records.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.
Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

[GO]

Search by suburb, town or postcode

Sector [ ] Government

[ ] Non-government

[SEARCH]

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88%</td>
<td>90%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>91%</td>
<td>92%</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Student Attendance Distribution Graph]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The roll is marked twice daily and entered into SMS at the end of each week. Students who are absent on a regular basis without notice are phoned. Where absences are unexplained and cannot be justified by parents the Managing Student Absences Policy is used and a series of letters is posted to the home and follow up by the Police or DOCS is used where indicated.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

2011 School Annual Report

Queensland Government
Performance of our students

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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**