Springsure State School (0102)
Queensland State School Reporting
2012 School Annual Report

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Principal’s foreword

Introduction

The purpose of this report is to provide a clear snapshot of Springsure State School’s performance in 2012. 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 Junior Secondary. 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 2012

Priority 1: Improving the spelling skills of students in all year levels.
Progress made: Year 7 and Year 9 saw a marked improvement in spelling with both cohorts receiving 25% in the upper two bands.

Priority 2: Improving the writing skills of students in all year levels.
Progress made: Years 3, 5, 7 and 9 met NMS in writing. The cohort that particularly stood out was Year 3 with 25% of the cohort in the upper two bands. 2012 was the first time in three years that the Year 3 writing data was statistically similar to the nation.

Priority 3: Launch new ‘Reading Program’ across Primary School-(Guided Reading + Great Readers=Springsure State School) to further strengthen our reading data and ensure fluency / comprehension amongst our students.
Progress made: By the end of 2012 only three students were below level five in reading. Two students were at level 10. Those between levels 7-10 were reading with the Year One cohort. Year 3, 7 and 9 Reading data was statically similar to the nation and all Year 7 students met or exceeded the NMS for reading.

Priority 4: Rollout of Explicit Instruction Professional Development with all Teachers.
Progress made: In August 2012 Springsure began to work with Ms Yvana Jones and other P-10 schools on the Explicit Instruction journey.

Priority 5: Unrelenting focus on ‘differentiation and feedback’ in all curriculum areas as a means of improving student performance
Progress made: Primary parents receive weekly ‘week in review’ sheets outlining their child’s goals, progress, behaviour and effort. Parent feedback in regards to the ‘Week in Review’ has been very positive. All secondary students set academic term goals in Form Classes which are also sent home. Secondary Teachers send weekly ‘Letters of Commendation’ home to parents in order to provide feedback on their child’s performance.
Future outlook

In order to successfully achieve school priorities and goals it is important to be succinct and ensure the school improvement agenda is explicit. With this in mind the future priorities are:

Explicit Instruction

Junior Secondary initiatives in preparation for roll out of Year 7 into High School

Professional Support and Monitoring (Collegial Coaching, Profiling, Beginning Teacher Mentoring etc.) to ensure quality teaching and learning

Everyday day counts - targeting attendance across whole school

Embed Reading Program across Secondary Department

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 10

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>114</td>
<td>49</td>
<td>65</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>116</td>
<td>54</td>
<td>62</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>116</td>
<td>52</td>
<td>64</td>
<td>91%</td>
</tr>
</tbody>
</table>

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

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 2012. 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.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>12 16 14</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>6 12 11</td>
</tr>
</tbody>
</table>
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>9</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

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 2012

1. A range of composite and single classes operated throughout the primary and secondary section. Students in Years 7 and 8 were in separate classes due to higher class numbers. Junior Secondary initiatives began to be discussed for future roll out.


3. The school offered Japanese as a LOTE (Language other than English) in primary and secondary.

4. A swimming program was conducted for all students at the local 25m pool.

5. Work Experience opportunities for Year 9 and Year 10 students

6. Instrumental music program and school choir opportunities

Springsure State School Extra curricula activities in 2012:

- 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.
- RREAD Mentoring project with cluster schools
- Instrumental Music program for students studying flute and saxophone, recorder, junior and senior choir and school band
- Secondary Touch Football Team
Regional Shield Netball and Rugby League
Primary Development Cup- Rugby League
Secondary Exh8 Leadership camp with cluster High Schools
Year 7 trip to the Gold Coast
Year Seven/Ten Impact Leadership Conference
Mayoral Luncheon (student leaders)
Western 7's Rugby Union

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 2012. 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.

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 2012 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 Spelling City, Rainforest Maths and Reading Eggs.

Social climate

At Springsure State School a positive school climate has been established by providing opportunities for all students to participate in “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 10 minute program that focuses on values and citizenship. Students are exposed to Values Education-“Attitude is Everything”.

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 at the end of 2012 and endorsed by the Principal, President of the P&C and the ARD. 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. Springsure State School staff and students follow our school mantra “Be Safe, Be Responsible, Be A Learner”.

Parent, student and staff satisfaction with the school

School Opinion Survey data across all elements (Parent, Student and Staff) improved in almost all areas in 2012, particularly student and parent satisfaction. This is very pleasing data for our school and it is pleasing to see 100% satisfaction in questions such as “their child likes being at this school” and “teachers at this school expect their child to do his / her school work”.

Queensland Government
### Performance measure *(Nationally agreed items shown)*

#### Percentage of parents/caregivers who agree that:

- their child is getting a good education at school: 92.3%
- this is a good school: 96.2%
- their child likes being at this school*: 100.0%
- their child feels safe at this school*: 92.3%
- their child's learning needs are being met at this school*: 92.3%
- their child is making good progress at this school*: 96.2%
- teachers at this school expect their child to do his or her best*: 100.0%
- teachers at this school provide their child with useful feedback about his or her school work*: 96.2%
- teachers at this school motivate their child to learn*: 96.2%
- teachers at this school treat students fairly*: 96.0%
- they can talk to their child's teachers about their concerns*: 100.0%
- this school works with them to support their child's learning*: 96.0%
- this school takes parents' opinions seriously*: 96.2%
- student behaviour is well managed at this school*: 96.0%
- this school looks for ways to improve*: 100.0%
- this school is well maintained*: 96.2%

### Performance measure *(Nationally agreed items shown)*

#### Percentage of students who agree that:

- they are getting a good education at school: 93.8%
- they like being at their school*: 84.4%
- they feel safe at their school*: 92.2%
- their teachers motivate them to learn*: 98.4%
- their teachers expect them to do their best*: 100.0%
- their teachers provide them with useful feedback about their school work*: 100.0%
teachers treat students fairly at their school* 85.9%
they can talk to their teachers about their concerns* 84.1%
their school takes students' opinions seriously* 87.3%
student behaviour is well managed at their school* 93.8%
their school looks for ways to improve* 96.8%
their school is well maintained* 98.4%
their school gives them opportunities to do interesting things* 98.4%

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012#</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>87.5%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>96.7%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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, Showcase evenings and Literacy Information sessions.

The school community is kept informed of school happenings via a fortnightly newsletter, including articles in the local community newsletter ‘Bauhinia Bulletin’ and regularly updated school website. Each of the primary classes also distribute a term newsletter to inform parents of what the students will be involved in during classes, also weekly reviews for each student are mailed home to parents. 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, 2011-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>91,014</td>
<td>2,326</td>
</tr>
<tr>
<td>2010-2011</td>
<td>954</td>
<td>776</td>
</tr>
<tr>
<td>2011-2012</td>
<td>93,644</td>
<td>1,334</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>15</td>
<td>10</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>13.2</td>
<td>6.8</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- **Doctorate**: 0
- **Masters**: 0
- **Bachelor degree**: 12
- **Diploma**: 1
- **Certificate**: 2

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was $28000.00.

The major professional development initiatives were as follows:

- Explicit Instruction with Yvana Jones and other P-10 schools
- Various Literacy initiatives particularly in reading, spelling and early phase development
- National Curriculum implementation professional development through QSA and ACARA staff

The involvement of the teaching staff in professional development activities during 2012 was 100% as per school records.
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97.3%</td>
<td>96.8%</td>
<td>96.8%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.4% of staff was retained by the school for the entire 2012 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.

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**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall attendance rate for the students at this school (shown as a percentage).</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.

**Student attendance rate for each year level (shown as a percentage)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
<td>91%</td>
<td>90%</td>
<td>89%</td>
<td>89%</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2011</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>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2012</td>
<td>90%</td>
<td>89%</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
<td>87%</td>
<td>95%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

**Student Attendance Distribution**

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>18</td>
<td>16</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>2011</td>
<td>18</td>
<td>13</td>
<td>29</td>
<td>40</td>
</tr>
<tr>
<td>2010</td>
<td>17</td>
<td>15</td>
<td>42</td>
<td>25</td>
</tr>
</tbody>
</table>

**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 OneSchool at the end of each week. Rolls are marked at 9am and again at 1.50pm. Secondary Teachers mark a roll each lesson. 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. Classes with the highest attendance rate get to attend a class luncheon cooked by the Principal. Regular newsletter articles regarding importance of ‘everyday counts’ is circulated. To ensure Year 9 students attend school right up until the last day of the year, work experience is organised for the last three days of the school term.
Performance of our students

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/).

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

The ‘Closing the Gap Education Strategy’ is the department’s overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state school—halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

In 2012, Springsure State School has had one Indigenous student in Year 3 and one in Year 9. Therefore, comments cannot be made on NAPLAN performance.

In regards to attendance, in 2012 the gap has widened between the attendance of our Indigenous and Non-Indigenous students.

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2011</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2012</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Early leavers information

The destinations of young people who left the school in Year 10:

All of the students last year in year 10 stayed until the end of 2012. No one finished early. Most of our students continue on the path of completing their Senior Phase in an alternative school as we do not provide years 11 and 12.