



Springsure State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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## School Overview

Springsure State School is situated in Fitzroy-Central Qld Region, located 66kms southwest of Emerald. Springsure is a small rural town with a population of approximately 900. Springsure is generally a cattle farming community. More recently the community has become more transient as the local coal mines begin to grow and generate further employment. Springsure SS is a P-10 Campus with 158 students. The school is broken into two campuses- Primary and Secondary Department with 16 Teachers, HOC, occasional HOSES, 5 Teacher Aides and 8 other non-teaching staff. Springsure SS motto 'Success by Effort' is embedded in all school practices, from curriculum planning to code of behaviour processes. The school has strong community links and a high functioning Parents and Citizens Association that works closely with the staff in ensuring the students at Springsure SS receive the very best educational outcomes. In 2017, our priorities/goals will once again have a strong focus on numeracy and literacy as well as well-being.

Springsure State School Mission Statement

*To strive to achieve personal excellence through quality learning partnerships*

This is enacted through the following Vision Statements:

- Deliver quality teaching in a supportive, safe environment where high expectations are embedded.
- Establish and maintain effective relationships with students, parents and community.
- Know student data and use effectively to inform teaching practices.
- Impart a differentiated curriculum, providing quality feedback and valid assessment to build success.
- Engage in appropriate Professional Development opportunities to enhance lifelong learning.
- Appreciate and respect Springsure State School's culture and traditions

## Principal's Foreword

The purpose of this report is to provide a clear snap shot of Springsure State School's performance in 2016. 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. 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 an integrated P- 10 setting and are able to offer a continuous education path with a focus on Junior Secondary. Students from both 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 website. If you would like a hard copy of this document please collect one from the school administration.

### School Progress towards its goals in 2016

#### AIP Priorities for 2016

##### Reading

- Target: NMS at 95% for Year 3 and 90% for Years 5, 7, 9, U2Bs at 45 % for Year 3, 35% for Year 5, 30% for Year 7 and 20% for Year 9.

##### Writing

- Target: NMS at 95% for Year 3 and 90% for Years 5, 7, 9, U2Bs at 45 % for Year 3, 35% for Year 5, 30% for Year 7 and 20% for Year 9.

##### Numeracy

- Target: NMS at 95% for Year 3 and 90% for Years 5, 7, 9, U2Bs at 45 % for Year 3, 35% for Year 5, 30% for Year 7 and 20% for Year 9. The proportion of students receiving a result of 'C' or better in Maths (Years 1-10 only) – 80% or above.

##### Attainment

- >80% of students receive a C or greater in English, Maths and Science.



### **Results achieved in 2016:**

- **Reading** – Years 5, 7 and 9 met target for NMS, Year 3 achieved 80% NMS below the target of 90%. 40% of Year 3s achieved U2B, very close to the target, 36.4% Year 5 students achieved U2B, just slightly above the target. Years 7 and 9 did not meet the target.
- **Writing** – Years 5 & 9 met the NMS target both achieving 100%. Year 3 achieved 80% and Year 7 achieved 70%, therefore not meeting the target. 46.7% of Year 3 students achieved U2B which was above the target. Years 5, 7 & 9 students did not meet the U2B target.
- **Numeracy** – Years 5, 7 & 9 students met NMS. Year 3 students achieved 73.3% which is below the target. Years 5 & 7 did meet the target for U2B. Years 3 and 9 students did not meet the target.
- **Attainment** – 90% of students achieved a 'C' or better in English, Maths and Science
- **Attendance** – 92.4% attendance for 2016

**Other pertinent priorities:** Continued focus on Explicit Instruction, Implement Junior Secondary Action Plan, and Implementation of Staff Induction processes to ensure consistency.

### **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 mastery
- Lifting the percentage of students in the Upper Two Bands
- Developing leadership density
- Differentiation for all students

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 10
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	116	52	64	8	96%
<b>2015*</b>	134	59	75	15	97%
<b>2016</b>	141	63	78	11	97%

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

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

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

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

## Characteristics of the Student Body

### Overview

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 gradually increased in the past two years. 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	10	18	18
Year 4 – Year 7	8	10	21
Year 8 – Year 10	10	11	9
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Springsure State School, we consider ourselves 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.

#### Snap shot:

1. The elective subjects in Years 7 – 10 included: Agricultural Science, The Arts (including Visual Arts, Media, Drama and Music), Business Technology, Food Studies, Industrial Technology and Design.
2. The school offered Japanese as a LOTE (Language other than English) from Years Five to Eight.
3. A swimming program was conducted for all students at the local 25m pool.
4. Work Experience opportunities were provided for Year 9 and Year 10 students
5. Instrumental music program and school choir opportunities are available to all interested students.
6. A group of interested students participated as members of the Cattle Club at the five Central Highlands Shows.

### Co-curricular Activities

#### Springsure State School Extra curricula activities in 2016:

- Cluster days/activities in Arts, Science, Under 8s, and Astronomy night
- Instrumental Music program for students studying flute and saxophone, recorder, junior and senior choir and school band
- Regional Shield Rugby League
- Primary Development Cup - Rugby League
- Mayoral Luncheon (student leaders)
- Designated PC activities and challenges

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

Computers and other electronic devices such as iPads 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 2016. 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. 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. Springsure State School students have used story board, movie maker, virtual classrooms, blogs, discussion boards, iPads 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 along with a number of apps for portable devices. The P&C has generously added to our ICT capability through the purchase of iPads which are used across classrooms for a variety of learning activities.

## Social Climate

### Overview

At Springsure State School we aim to achieve a positive school climate that is based on a simple mantra: Be Safe, Be Respectful and Be a Learner. Springsure is a small rural community that actively supports the local school and fosters strong community relations. The school's *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 the 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 2016 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, parents and students.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	98%
this is a good school (S2035)	96%	100%	98%
their child likes being at this school* (S2001)	96%	94%	96%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	100%	92%	94%
their child is making good progress at this school* (S2004)	100%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	94%
teachers at this school motivate their child to learn* (S2007)	96%	94%	94%
teachers at this school treat students fairly* (S2008)	92%	94%	86%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	92%
this school works with them to support their child's learning* (S2010)	92%	97%	88%
this school takes parents' opinions seriously* (S2011)	92%	91%	82%
student behaviour is well managed at this school* (S2012)	96%	94%	90%
this school looks for ways to improve* (S2013)	96%	100%	96%
this school is well maintained* (S2014)	96%	100%	98%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	98%	95%
they like being at their school* (S2036)	95%	87%	92%
they feel safe at their school* (S2037)	93%	100%	95%
their teachers motivate them to learn* (S2038)	100%	100%	94%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	97%
teachers treat students fairly at their school* (S2041)	88%	92%	84%
they can talk to their teachers about their concerns* (S2042)	86%	90%	87%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	89%	90%	89%
student behaviour is well managed at their school* (S2044)	91%	94%	90%
their school looks for ways to improve* (S2045)	98%	95%	97%
their school is well maintained* (S2046)	98%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	93%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	64%	94%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	96%	93%	100%
their school takes staff opinions seriously (S2076)	92%	86%	96%
their school looks for ways to improve (S2077)	100%	93%	97%
their school is well maintained (S2078)	100%	96%	100%
their school gives them opportunities to do interesting things (S2079)	88%	89%	93%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Strong home - school community links are maintained to assist in student learning and the early management of issues. By striving to achieve a co-operative approach to learning we do our utmost to support each other in providing 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 are 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 the regularly updated school website. Each of the primary classes also distributes a term newsletter to inform parents of class activities. Weekly review sheets are also forwarded home to parents for each student in the primary classes. Letters of Commendation are forwarded home throughout the term to parents of secondary students. The Springsure State School parents are actively involved in assisting in class, with sporting teams and fundraising activities. Parents contribute to the school's 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.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	1	1
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Regular practices have been undertaken with composting, worm farms and raising poultry. Students collected food scraps for these endeavours. Some of the school's toilets have 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 of an underground sprinkler system on the school oval should assist with reduced water usage. Plans are almost complete to install a bore on the school grounds to further assist with this endeavour.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	87,030	3,315
2014-2015	93,804	2,121
2015-2016	77,823	4,179

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 standardised 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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	14	0
Full-time Equivalent	15	7	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	16
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 32 888.76.

The major professional development initiatives are as follows:

- Eric Frangenheim Higher Order Thinking Skills
- Classroom Profiling
- Lego Robotics
- SSP
- Downs Syndrome/Autism Asperger's workshops
- OneSchool training
- Learning Connections
- Athletics Coaching
- Information Technology

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### 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 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	95%	93%

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

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

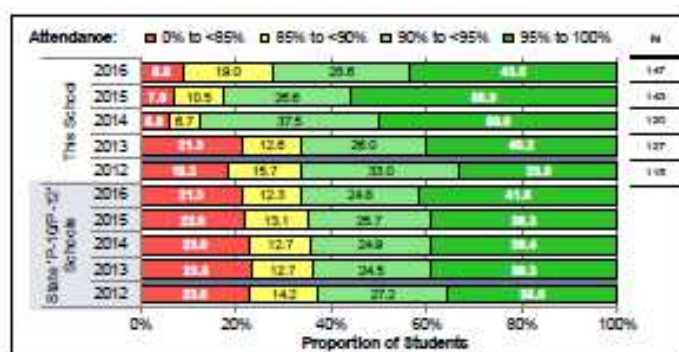
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	94%	95%	93%	95%	94%	98%	94%	97%	96%		
2015	93%	93%	92%	95%	95%	92%	94%	99%	100%	96%	96%		
2016	92%	92%	93%	90%	92%	93%	91%	97%	91%	95%	95%		

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

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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. Parents of 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 necessary. Classes with the highest attendance are rewarded weekly on parade. At the end of each term the class with the highest attendance rate celebrates with an end-of-term lunch. Regular newsletter articles regarding the importance of 'Everyday Counts' is circulated. To ensure Year Nine students attend school right up until the last day of the year, Work Experience is organised for them for the last four days of Term Four.

## NAPLAN

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

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

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GO

Sector:

Government  
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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

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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.

## Conclusion

