



Springwood State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Springwood State High School commenced as an Independent Public School (IPS) in 2016. As an IPS we have established a School Council, linking the school, local and business communities to support student learning and success through innovation.

Springwood High is a coeducational school offering an extensive range of academic, sporting, arts and vocational pathways to students from Years 7 through 12. The school is fortunate to be set in expansive grounds shared with protected native habitat and ample classroom space. Staff believe in fostering a strong sense of community amongst our students, other staff members and parents. Curriculum at Springwood High is delivered using innovative lessons, integrating technology and non-technology based strategies to support an engaging learning environment. In 2016 our positive behaviour and teaching and learning frameworks had a focus on classroom routines, identifying learning goals, proficiency scales to support student achievement and celebrating success.

The school vision, 'The Highest Expectations' focusses around students setting goals for learning, targeting continuous improvement and is underpinned by a teaching and learning framework supporting individual learning needs and the development of skills that are highly valued as students move through secondary school and transition to further study, training or the workplace. Year 12 outcomes are excellent with students achieving workplace certificate qualifications, receiving offers of traineeships and university placements. The school has highly regarded training and industry links as well as focused university pathways programs, successfully preparing students for their future. In 2016, 100% of our tertiary applicants received an offer with 88.4% receiving their first preference and 100% receiving their first or second preference. We had two students receive an OP 1 and 100% of students graduated with a QCE or a QCIA.

We offer specialist programs in Junior Secondary academic extension through EXCEL, Aerospace, Extension Performing Arts, Sport, Instrumental Music, Japanese, Indonesian and Automotive studies. We offer a number of literacy and numeracy programs in Junior Secondary to support all students to achieve their best. Our VET pathways are an outstanding example of community relationships, offering school-based apprenticeships and traineeships, TAFE partnerships and school-based training. Springwood State High School also offers early entry programs to Griffith University and University of Queensland and has strong links with Aviation Australia, the Aerospace Industry and the Chamber of Commerce. Our school works closely with the Beacon Foundation to provide wider opportunities for students that are focussed on preparing for life beyond the school gates.

Extra-curricular activities are a focal point of Springwood State High, with activities including interschool sport, Reader's Club, leadership activities across the school, instrumental music ensembles and bands, cheerleading, tutoring, Engineering and Design Club and Kokoda Challenge. Our ongoing commitment to embedding ICTs into classroom practice ensures that technologies are used meaningfully to create information rich environments.

Springwood State High has a proud history of achievement across the full spectrum with past students including ice skater Steven Bradbury and swimmer Jodie Henry. Sporting programs are extensive and support student progress each year to District, State and National level competitions. Student welfare is paramount; embedded programs are supported by our Care Group teachers, Year Level Coordinators, Success Coach, Guidance Officer, School-based Health Nurse and Chaplain. These programs include our Learn to Row, Friday Fitness Club and internal and external programs to support student wellbeing and engagement.

Principal's Foreword

Introduction

This Annual Report is intended to provide parents, staff and the wider community with meaningful information about the achievements of Springwood State High School during the 2016 academic year.

On behalf of the Springwood State High School Leadership Team, we are very proud of the achievements of our students, staff, parent and community groups as outlined in this report. We plan to maintain our commitment towards continual school improvement with an emphasis on student achievement. This report provides examples of where we have improved and in 2017 our improvement continues.

This report reflects the school's values and commitment to maintain a supportive learning environment where the priority is maximising achievements for all students.

School Progress towards its goals in 2016

Our 2016 improvement agenda, aligned with state-wide improvement priorities including:

Student Engagement	Whole school target was 90% student attendance
Success Coach to work with identified students to improve attendance and engagement	Improved from 85.9% to 87.6% and continuing to improve in 2017
Success Coach to form strong relationships with families to	

<p>support students at school</p> <p>Success Coach to work with teachers using the ASOT framework to develop and implement classroom engagement strategies and identify programs to support student engagement</p>	
<p>Implement Positive Behaviour for Learning including behaviour matrix, consistent classroom/grounds behaviour strategies and consequences</p> <p>Develop a classroom based rewards system in line with the PBL model</p>	<p>Short term suspensions reduced from 262 in 2015 to 194 in 2016.</p>
<p>Year co-ordinators to work with students in the 80% - 89% range</p> <p>Attendance officer appointed mid-way through Term 4 2015 and continuing. Focus on students with an attendance % of 70% - 79%. Administration and Guidance Officer to support students below 69%</p> <p>Senior Schooling – student attendance monitoring, mentoring program, academic reviews</p>	<p>Achieved a 100% QCE and QCIA</p> <p>Over 90% attendance</p> <p>Target of 80% - OP1 – 15, achieved – 66.7%</p>
<p>Upper Two Band Improvement</p> <p>Implement Upper Two Bands reading strategy using text complexity, reciprocal reading and QAR</p> <p>Identify students who are already or could achieve U2B through NAPLAN, A-E and PAT-R data – implement reading strategies including text complexity, reciprocal reading and QAR</p>	<p>Target to increase Upper Two Band reading from 13.7% to 15%. We achieved 12.9%. This strategy commenced in 2015 and we moved our results from just over 5% to 13.7%</p>
<p>Implement our school Numeracy Improvement Program using high probability strategies such as focussed Numeracy, ICTs, links with literacy strategies in Problem Solving across the Strands of Numeracy and Mathematics</p> <p>Implement Mathletics and small group work with additional Teacher Aide classroom support including extending students to reach Upper Two Bands.</p>	<p>Our target was to move Year 9 Upper Two Band numeracy outcomes from 13% to 14% and we achieved 13.8%.</p>
<p>Whole school Reading Improvement</p> <p>Implement Whole School Reading Program using high probability strategies including Reciprocal Reading, QAR and Vocabulary instruction</p> <p>Built in additional literacy (and numeracy lessons) in Year 7-9, grouping students and developing programs using a range of resources such as SRA in reading</p> <p>Introduction of Tactical Teaching of Reading</p>	<p>Our target was to increase the percentage of students in Year 9 meeting the NMS in reading from 84.6% to 87%. A result was achieved of 88.7%.</p>

Our Explicit Improvement Agenda 2017 has evolved from 2016 with a similar focus to ensure continuation of the key initiatives from 2016

Improvement priority 1 - Improving student engagement

<p>Strategy: Success Coach</p> <p>Success Coach to work with identified students to improve attendance, engagement and pathways intervention</p>	<p>Whole school student attendance target – 90%</p>
<p>Success Coach to develop regular communication with families to support students at school</p>	
<p>Success Coach to support innovative programs such as rowing and boxing to support student engagement through sport (linked to research through La Trobe University)</p>	
<p>Strategy – Positive Behaviour for Learning</p> <p>Implement Positive Behaviour for Learning including teacher support (Whole school approach with specific focus on new staff and staff identified as needing support via data, staff</p>	<p>Reduce referrals and suspensions</p>

PD) and development of an Intervention Map	
Continue with VIVO as a classroom based rewards system in line with the PBL model	
Strategy – Attendance	
Year co-ordinators to work with students in the 80% - 89% range Attendance officer appointed mid-way through Term 4 2015 and continuing. Focus on students with an attendance % of 70% - 79%. Administration and Guidance Officer to support students below 69%	School attendance at 90.4% at end of Term 1
Senior Schooling – student attendance monitoring, mentoring program, academic reviews	Targets: Year 12 attendance over 90% Target 100% QCE or QCIA 80% OP 1-15

Improvement priority 2 - Upper Two Bands data in reading and numeracy

Strategy - Reading	
Implement Upper Two Bands reading strategy using text complexity, text directed questioning, reciprocal reading and QAR Identify students who are already or could achieve U2B through NAPLAN, A-E and PAT-R data	U2B Year 9 -15% Year 7-18%
Strategy – Numeracy	
Implement our school Numeracy Improvement Program using high probability strategies such as focussed Numeracy, ICTs, links with literacy strategies in Problem Solving across the Strands of Numeracy and Mathematics Implement Mathletics and small group work with additional Teacher Aide classroom support including extending students to reach Upper Two Bands.	U2B Year 9-15%
Strategy – Teaching and Learning	
Deeper implementation of ASOT Design Questions 1,2 and 6 with a focus on Learning Goals, proficiency scales establishing classroom routines, helping students effectively interact with new knowledge – fully embedded Observation and Feedback processes supporting ASOT implementation and teaching of reading program Introduce Guaranteed and Viable Curriculum to focus on curriculum priorities	100% teachers using these strategies – ASOT observation and feedback framework

Improvement Priority 3 - Improving overall reading data

Strategy – Whole school	
Implement Whole School Reading Program focussing around Tactical Teaching of Reading, Marzano's Six-Steps to Effective Vocabulary Instruction and Three Tier Vocabulary for all teachers, supported by high probability strategies including Reciprocal Reading and QAR Introduce additional literacy (and numeracy lessons) in Year 7- 9, grouping students and developing programs using a range of resources such as SRA in reading	English - Year 7 – 9 A-C data – 85% A data 10% Reading - NMS – Year 9 -88.7% - 90% Year 7 – 90.8%-92%
Strategy – Intervention and Support	
Continuation of Corrective Reading, supporting reading	C 1 to move out of the program

<p>fluency and accuracy with identified students in below National Minimum Standard range</p> <p>Implement Professional Learning Teams (Communities) with a focus on reading (and numeracy)– identifying proficiency scales and learning goals</p> <p>Implement a professional development after school schedule supporting Art and Science of Teaching and Reading priorities</p>	B2 to improve to C1
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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	783	373	410	33	89%
2015*	841	400	441	48	89%
2016	788	390	398	48	87%

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

Springwood State High school offers a co-educational program from Year 7 – 12 across a broad catchment and has a strong affinity with the local area. The school is situated within a wildlife corridor with expansive grounds.

The school caters for students from a diverse range of backgrounds with a focus on meeting the learning needs of individual students. Our Aboriginal and Torres Strait Islander student numbers are growing as are our students in the Special Education Program.

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			
Year 4 – Year 7			
Year 8 – Year 10	24	24	23
Year 11 – Year 12	18	18	18

*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

Springwood State High School offers a diverse curriculum with unique program offerings in:

Aerospace and Aviation Studies
Performing Arts Excellence Programs
Volleyball and Rugby League Excellence Programs
Year 9 sport program tailored to student interest
Certificate II in Automotive and Automotive Studies Programs
Cert 1 and II Boxing Confidence for Trainers
BLAST (Pathways) Program, incorporating pastoral care, careers, Certificate II in Workplace Practices, Certificate II Information, Digital Media and Technologies
QCS preparation
Foundation curriculum for students with learning needs
Academic Excellence programs in English, Science, Maths and SOSE
Performing Arts Excellence program in Year 7 and 8
Year 7 to 9 sports extension program tailored to student interest
Certificate III in Fitness with links to leading fitness providers

Co-curricular Activities

Springwood State High School offers students a wide range of extra curricula programs including:
Inter Year Support and Mentoring Program for Year 7, 8, 11 and 12 students
School production (artist in residence)
Creative Generation
Instrumental Music – String Ensemble, Stage Band, Show Band and Concert Band
Open Stage Opera Queensland Residency
Talent Quests
Individual and team sport programs including interschool sport, rugby league and volleyball excellence
Leadership through Student Council and Student Representative Council
Aerospace Club
Cheer squad
Kokoda Challenge
Regional and state participation in Cheer, Volleyball and Touch
Boxing program
Rowing program
After school tutorials in Mathematics, OP, SOSE, Science.
Duke of Edinburgh
Tours: Instrumental Music to Adelaide; Japan tour for students studying Japanese; Snowies trip
Japanese visiting student program
Work experience and structured work placement
School-based apprenticeships and traineeships
Student Readers Club (The Book Tree)
True delivered a 6 part program to students supported by SEP

How Information and Communication Technologies are used to Assist Learning

At Springwood State High School we use technology meaningfully in the classroom to create an environment where learning experiences are rich and students develop the knowledge and skills necessary to succeed. ICTs form an integral part of the school's pedagogical framework. Staff are focused on using a range of digital learning tools to enhance student learning, to drive delivery of the Common Curriculum Elements and equipping students with the skills required to be independent learners, capable of engaging in higher order thinking. OneNote is used extensively throughout the school to assist delivery of lessons and the Learning Place is accessed for curriculum communication with students outside of school hours. A number of faculties access on line programs such as Pat R and Pat M testing, Mathletics and Intoscience. Students also access online surveys and literacy, numeracy and CCE skill testing through the Mighty Minds portal. School-based apprentices and trainees access online training with their Registered Training Organisations and Year 11 & 12 students enrolled in Brisbane School of Distance Education access online Blackboard software.

Social Climate

Springwood State High School provides a supportive environment both within and outside the classroom.

Support is facilitated through a range of activities:
Care groups and Care teachers
Junior and Senior parades and a Junior and Senior Secondary Coordinator
Whole school assemblies
Youth Health Nurse
Youth Support Coordinators – providing a range of pastoral programs
Chaplain support programs

Learning Support and Advisory Visiting Teachers
 Special Education Program
 Guidance Officer
 Anti-Bullying Program and Cyber Safety programs
 Student Management at Springwood High (SMASH program)
 Building Lifelong Aware Successful Teens (BLAST program)
 Success Coach supporting student engagement
 Indigenous Teacher Aide – specialist programs including Bangarra Kindling
 Learning Support Team supporting student wellbeing
 I think program supporting good student choices
 We actively support community engagement such as World Vision, Canteen, Shave for a Cure, NAIDOC and Harmony Day Celebrations
 Yourtown programs

Overview

The safety and wellbeing of our students at Springwood High is a major priority. Our school is well regarded in the community and across other education settings for our commitment to supporting student wellbeing and we look for innovative solutions depending on the needs of individual students including a range of internal and external behaviour and student engagement programs. Our Student Support Services Committee meets fortnightly to discuss a range of student needs and to identify pastoral care and other programs to support these student needs.

In 2016 we had a specific focus on continuing to implement Positive Behaviour for Learning. This had resulted in improvements over three years in the performance measure for staff and students of *behaviour management is well managed at this school*. Parent opinion has improved regarding *their child is making good progress and they can talk to their child's teachers as parent communication continues to be a school wide focus*. In 2016, Significant 72 was introduced; a research based program that identifies the benefits of specifically developing positive student teacher relationships to support learning. Student opinions improved regarding *teachers expect them to do their best and they can talk to teachers about their concerns*. Staff opinions also improved in the area of *students are encouraged to do their best*.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	88%	94%
this is a good school (S2035)	89%	96%	87%
their child likes being at this school* (S2001)	93%	92%	88%
their child feels safe at this school* (S2002)	93%	98%	91%
their child's learning needs are being met at this school* (S2003)	89%	90%	88%
their child is making good progress at this school* (S2004)	96%	94%	97%
teachers at this school expect their child to do his or her best* (S2005)	95%	94%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	86%	88%
teachers at this school motivate their child to learn* (S2007)	81%	90%	84%
teachers at this school treat students fairly* (S2008)	84%	90%	83%
they can talk to their child's teachers about their concerns* (S2009)	93%	92%	94%
this school works with them to support their child's learning* (S2010)	91%	90%	84%
this school takes parents' opinions seriously* (S2011)	92%	94%	80%
student behaviour is well managed at this school* (S2012)	76%	82%	77%
this school looks for ways to improve* (S2013)	89%	96%	77%
this school is well maintained* (S2014)	88%	86%	84%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	84%	90%
they like being at their school* (S2036)	97%	80%	90%
they feel safe at their school* (S2037)	91%	89%	89%
their teachers motivate them to learn* (S2038)	87%	80%	88%
their teachers expect them to do their best* (S2039)	95%	93%	96%
their teachers provide them with useful feedback about their school work* (S2040)	82%	79%	82%
teachers treat students fairly at their school* (S2041)	77%	66%	68%
they can talk to their teachers about their concerns* (S2042)	69%	62%	75%
their school takes students' opinions seriously* (S2043)	79%	66%	73%
student behaviour is well managed at their school* (S2044)	61%	60%	75%
their school looks for ways to improve* (S2045)	95%	84%	92%
their school is well maintained* (S2046)	80%	74%	81%
their school gives them opportunities to do interesting things* (S2047)	92%	82%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	91%	96%
they feel that their school is a safe place in which to work (S2070)	90%	96%	95%
they receive useful feedback about their work at their school (S2071)	77%	80%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	86%	87%
students are encouraged to do their best at their school (S2072)	80%	82%	96%
students are treated fairly at their school (S2073)	84%	76%	87%
student behaviour is well managed at their school (S2074)	45%	47%	55%
staff are well supported at their school (S2075)	61%	59%	82%
their school takes staff opinions seriously (S2076)	64%	69%	84%
their school looks for ways to improve (S2077)	84%	91%	96%
their school is well maintained (S2078)	80%	81%	91%
their school gives them opportunities to do interesting things (S2079)	81%	86%	89%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Springwood State High School there is emphasis placed on developing community partnerships characterised by open communication, participative planning and decision making.

The school is highly responsive to the needs of students and the school community and parents are seen as partners in the education of their young people. The Parents and Citizens Association supports the school and represents parents in their decision making capacity. As an IPS, Springwood High established a school council in 2016 with the first meeting occurring at the end of the year. Parent and student satisfaction has generally improved across a number of areas and in particular that students are getting a good education. Parents have opportunities to attend a number of information sessions including junior secondary, Excel evening, subject selection and parent teacher interviews.

Enrolment interviews are conducted with each student to ensure that both parents and students are fully informed of school expectations and to gain an insight into the needs of each student. During Year 10, parents and students are involved in the Senior Education and Training Plan (SETP) process to develop a pathway for each student and this plan is revisited at key junctures to ensure that the student is on track. A clear communication protocol is in place ensuring that parents are informed regarding their child's academic progress. Parents are consulted regarding adjustments made to assist students with diverse needs to participate on a school based program.

Respectful relationships programs

Springwood State High School offers a variety of programs to students on a needs basis. Students are referred to programs based on data including attendance, behaviour, and support services referrals regarding respectful and healthy relationships. Programs are designed to support student engagement, mental health, culture, behaviour, resilience, self-regulation, and independence. Students also work in conjunction with community organisations and build partnerships with members of the community increasing work opportunities post school.

Programs include:

- Boxing for Confidence
- Rowing
- PCYC Girls United
- iThink
- YourTown
- Fresh Start
- Deadly Choices
- Reflections
- Love Bites program
- Girls Journaling program
- Men Emerging program

Individual Student Case Management –Success Coach

Students are identified through data (Academic, NAPLAN, behaviour, and attendance) as 'at risk' or disengaged.

Students below whole school targets in threshold areas and who have been approved through administration are placed into the 'Check and Connect' care class with the Success Coach.

Students and families engage closely with the Success Coach to ensure support is tailored to the specific needs of the family and appropriate support is provided.

Support Services

Our Support Services Team meeting each fortnight and case manage students – The Support Services Team includes the Principal, Guidance Officer, Success Coach, Head of Special Education Services, Community Education Councilor, School-based Nurse and Chaplain. This team takes referrals and supports students regarding wellbeing, referrals to internal and external programs and individual student support through one or more of the support services team.

Positive Behaviour for Learning and Significant 72

Positive Behaviour for Learning includes a range of lessons that focus on building respectful relationships and the Significant 72 project implemented in 2016 and continuing explicitly provides examples and opportunities to build positive relationships within classrooms.

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	227	252	184
Long Suspensions – 6 to 20 days	8	13	10
Exclusions	28	9	15
Cancellations of Enrolment	12	3	2

* 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

Staff have been advised to run air conditioners between 22 and 24 degrees in summer as per education requirements and have been advised to turn off lights fans and air conditioners when not in use. Old air conditioners are being replaced with more efficient models.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	486,029	2,060
2014-2015	491,168	24,806
2015-2016	473,951	1,111

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

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	70	37	<5

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	64	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	11
Graduate Diploma etc.**	2
Bachelor degree	43
Diploma	10
Certificate	3

*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 \$42,975.97

The major professional development initiatives are as follows:

- Art and Science of Teaching implementation,
- Professional Learning Team implementation,
- Reading Strategies (Tactical Teaching of Reading)
- Senior Schooling/panels and upskilling for delivery of Certificates
- Starting a Movement
- Numeracy/robotics
- Master Teacher in-class collaboration

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.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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).	88%	86%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	82%	80%

*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 Secondary schools was 90%.

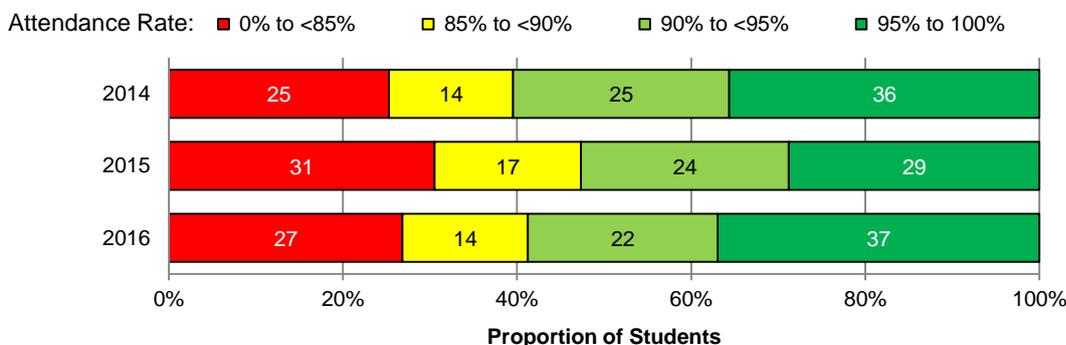
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	89%	87%	87%	90%
2015								88%	89%	87%	84%	86%	86%
2016								90%	88%	88%	86%	87%	90%

*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 DETE 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.

Student attendance is monitored closely at Springwood State High School and contact is made with parents and care-givers on a daily basis to ensure students are attending school and engaged in learning.

Roll marking is completed electronically. Students attend a morning Care session in which the first roll-mark of the day occurs. Absence at Care is monitored by the school's Attendance Officer and text messages are sent home for student absent for the day. Classroom teachers also utilise electronic roll-marking and absences for individual lessons are reported to Year Level Coordinators the following day for follow-up with students and parents. Fractional truancy results in after-school detentions and Year-Coordinators liaise with the relevant Year-Level Deputy Principal in order to ensure student patterns of non-attendance are identified and acted upon.

Students who do not meet the attendance requirements of the compulsory participation phase are issued with letters, as per departmental policy. Attendance is monitored daily and formally reviewed on a fortnightly basis by the Year Coordinator team, Attendance Officer, Success Coach and Deputy Principals.

Student attendance is physically tracked by the Success Coach and Attendance Officer using a Data Wall in the Success Hub Support and intervention is provided on an individual basis with students and parents – students are either supported through case management to re-engage with schooling at Springwood State High School or are linked with alternate education providers to complete Get Set For Work, TAFE, apprenticeship/traineeship or pre-employment programs.

Case management:

Year Coordinators case manage students between 80-89%. They also address fractional absences in each year level.

The Attendance Officer case manages students who fall below 79%.

The Success Coach case manages students below 70%, in liaison with the relevant Deputy Principal.

Students with attendance below 59% ('high flyers') are identified by the Success Coach and referred to student support and external agencies (as appropriate).

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.

Find a school

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	122	135	132
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	4
Number of students receiving an Overall Position (OP)	41	42	35



OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students receiving an Overall Position (OP)	20%	0%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	42	24	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	122	112	107
Number of students awarded an Australian Qualification Framework Certificate II or above.	109	100	105
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	120	135	128
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	59%	79%	66%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	100%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	4	9	11	17	0
2015	7	14	12	9	0
2016	4	8	11	10	2

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	47	104	46
2015	43	84	33
2016	9	94	25

As at 3rd February 2017. The above values exclude VISA students.

VET

Certificate II programs were undertaken in the following areas: Automotive, Workplace Practices, Information Digital Media & Technology. Students also participated in school-based Certificate III programs including Information Fitness and Business delivered in partnership with Binnacle Training. Students also participated in a range of Certificate II and III courses through external organisations as a part of their senior studies.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	78%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	40%	25%	92%

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12

Description	2014	2015	2016
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* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Young people who leave Springwood State High School in Years 10, 11 and prior to completing Year 12 primarily enter into alternative study, either with another school or a training provider such as TAFE. A significant number of these early leavers transition directly into employment or gain entry into a pre-employment course such as certificate III programs with a view to attaining a full-time apprenticeship or employment. Where possible this transition is aided by a member of the Student Services Support Team.

Conclusion

Springwood State High School staff are strongly committed to our Strategic Improvement Agenda. To support this agenda of improving reading, numeracy and student engagement there are a number of clearly research based strategies that all staff are implementing. Our values of respect, industry and cooperation underpin our Positive Behaviour for Learning program, supporting student engagement. Springwood High students are on a trajectory of improvement and are being supported through high quality teaching practice and a supportive learning environment.

