

Springwood State High School Queensland State School Reporting 2015 School Annual Report



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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 2015 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 2016 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 2015

Our 2015 improvement agenda, aligned with state-wide improvement priorities including:

Improve upper 2 bands in reading and numeracy in NAPLAN	<p>Our school strategy regarding the percentage of students in Year 9 achieving Upper Two Bands in reading was targetted to improve from 6.1% to 10%. This target was exceeded at 13.7%.</p> <p>Our school strategy regarding increasing the percentage of students in Year 7 achieving Upper Two Bands exceeded the target of 20% with a result of 26.7%.</p> <p>Our school strategies have shown a small amount of progress toward our Upper Two Band targets in numeracy increasing from 12.4% to 13%.</p>
<p>Improve reading outcomes for students in Junior Secondary</p> <ul style="list-style-type: none"> Introduce a literacy coach focusing on programs and strategies to support students to become proficient or to extend their reading capability 	Our school strategies did not improve the percentage of students in Year 9 meeting the National Minimum Standard in reading
<p>Improve OP 1-15 and post-school destinations</p> <ul style="list-style-type: none"> Revise Senior Schooling processes to ensure strong student commitment and engagement with their selected 	<p>We improved from 58% - 78.6% OP 1-15</p> <p>100% of students received a university placement offer</p>

pathway, improving OP results	100% of students received a QCE Post school data improved
Improve student fractional and overall attendance rates	Attendance is an area that is still requiring improvement. With the implementation of a success coach and attendance officer in Term 4 our attendance improved from 84.8% in Term 3 to 85.7% in Term 4. A focus on furthering this improvement continues in 2016.
<p>Implement the Junior Secondary Plan to include strengthening the Year 7, 8 and 9 EXCEL program</p> <ul style="list-style-type: none"> •Continue a student awards and celebrations of student achievement •Implement The Art and Science of Teaching focusing on successful teaching strategies such as proficiency scales, learning goals and feedback, higher order thinking and independent learning •Continue implementing the Observation and Feedback Framework and Professional Learning and Performance Framework focusing on literacy and numeracy •Continue to implement Professional Learning Teams supported by the region and cluster principals • Implement Positive Behaviour for Learning 	<p>All successfully implemented</p> <p>Implemented and further aspects of the ASOT framework continue to be implemented</p> <p>Implemented and expanding</p> <p>Planning year finalised and ready for full implementation in 2016</p>

Future outlook

2016 Improvement Agenda

Implement Upper Two Bands reading strategy using text complexity, reciprocal reading and QAR

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

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 Mathematics and small group work with additional Teacher Aide classroom support including extending students to reach Upper Two Bands.

Implement and embed ASOT including Design Questions 1,2 and 6 with a focus on Learning Goals, establishing classroom routines, helping students effectively interact with new knowledge

Observation and Feedback processes supporting ASOT implementation

Additional Deputy Principal supporting the implementation of ASOT and reading strategies

Implement Professional Learning Communities with a focus on reading and numeracy (U2B and whole school improvement) – see below

Implement Whole School Reading Program using high probability strategies including Reciprocal Reading, QAR and Vocabulary instruction

Improvement priority 2– Improving overall reading data

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

Introduction of Tactical Teaching of Reading – Three strategies of Vocabulary Snowballs, Reading Map and Facts and Falsehoods

Continuation of Corrective Reading, supporting reading fluency and accuracy with identified students in BNMS range

Distance Education – READiscover program with a focus on students just above NMS to improve reading

Collaborative Inquiry/ English PLT – select 2-3 students in year 7-9 to support reading improvement and track student performance

Improvement priority 3- Improving student engagement

Success Coach to work with identified students to improve attendance and engagement

Success Coach to form strong relationships with families to support students at school

Success Coach to work with teachers using the ASOT framework to develop and implement classroom engagement strategies and identify programs to support student engagement

As an Independent Public School establish a School Council with a focus on linking work, education and engaging opportunities through community support

Implement Positive Behaviour for Learning including behaviour matrix, consistent classroom/grounds behaviour strategies and consequences

Develop a classroom based rewards system in line with the PBL model

Consult with staff and community regarding our PBL strategies

Significant .72 – supporting building positive relationships between teachers and students

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%

Senior Schooling – student attendance monitoring, mentoring program, academic reviews

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	814	381	433	34	90%
2014	783	373	410	33	89%
2015	841	400	441	48	89%

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.

*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:

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 our Special Education Program.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	24	24
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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	207	227	252
Long Suspensions - 6 to 20 days	46	8	13
Exclusions	12	28	9

Cancellations of Enrolment	4	12	3
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* 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.

Curriculum delivery

Our approach to 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 and 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

Extra curricula 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 musical
 Instrumental Music – String Ensemble, Stage Band, Show Band and Concert Band
 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
 Open Stage Opera Qld Residency
 Talent Quests
 Kokoda Challenge
 Regional and state participation in Cheer, Volleyball and Touch
 Boxing program
 After school tutorials in Maths, OP, SOSE, Science.
 Duke of Edinburgh
 School production; Creative Generations
 Tours: Instrumental Music to Adelaide; Japan tour for students studying Japanese; Snowies trip
 Japanese visiting student program

How Information and Communication Technologies are used to improve 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 for the 21st century.

ICTs form an integral part of the school's pedagogical framework. Staff are focused on using elements of The Symphony Teaching and Learning and a range of digital learning tools to enhance student learning and 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.

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 Officers

Griffith University Anti-Bullying Program and Cyber Safety

Student Management at Springwood High (SMASH program)

Building Lifelong Aware Successful Teens (BLAST program)

Indigenous Teacher Aide – specialist programs including Bangarra Kindling

Learning Support Team supporting student wellbeing

I think program supporting good student choices

Ourtown programs

Success Coach supporting student engagement

We actively support community engagement such as World Vision, Canteen, Shave for a Cure, NAIDOC and Harmony Day Celebrations

In 2015 we had a specific focus on building programs such as beginning to implement Positive Behaviour for Learning to improve positive behaviour choices and to improve the parent opinion on *their child feels safe at school and teachers at this school treat students fairly*. Both areas are improving. Staff opinions also improved in the area of *they feel that their school is a safe place in which to work*. Student behaviour has continued to be a focus area at Springwood High where we applied to be a Positive Behavior for Learning school and we were accepted into the planning phase for implementation in 2016.

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 the needs of our students.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	93%	88%
this is a good school (S2035)	95%	89%	96%
their child likes being at this school (S2001)	95%	93%	92%
their child feels safe at this school (S2002)	95%	93%	98%
their child's learning needs are being met at this school (S2003)	95%	89%	90%
their child is making good progress at this school (S2004)	100%	96%	94%
teachers at this school expect their child to do his or her best (S2005)	95%	95%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	89%	86%
teachers at this school motivate their child to learn (S2007)	95%	81%	90%
teachers at this school treat students fairly (S2008)	89%	84%	90%
they can talk to their child's teachers about their concerns (S2009)	90%	93%	92%
this school works with them to support their child's learning (S2010)	95%	91%	90%
this school takes parents' opinions seriously (S2011)	94%	92%	94%
student behaviour is well managed at this school (S2012)	89%	76%	82%
this school looks for ways to improve (S2013)	100%	89%	96%
this school is well maintained (S2014)	89%	88%	86%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	98%	84%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they like being at their school (S2036)	85%	97%	80%
they feel safe at their school (S2037)	86%	91%	89%
their teachers motivate them to learn (S2038)	89%	87%	80%
their teachers expect them to do their best (S2039)	95%	95%	93%
their teachers provide them with useful feedback about their school work (S2040)	84%	82%	79%
teachers treat students fairly at their school (S2041)	80%	77%	66%
they can talk to their teachers about their concerns (S2042)	76%	69%	62%
their school takes students' opinions seriously (S2043)	79%	79%	66%
student behaviour is well managed at their school (S2044)	63%	61%	60%
their school looks for ways to improve (S2045)	90%	95%	84%
their school is well maintained (S2046)	79%	80%	74%
their school gives them opportunities to do interesting things (S2047)	93%	92%	82%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	89%	91%
they feel that their school is a safe place in which to work (S2070)	91%	90%	96%
they receive useful feedback about their work at their school (S2071)	81%	77%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	84%	86%
students are encouraged to do their best at their school (S2072)	92%	80%	82%
students are treated fairly at their school (S2073)	84%	84%	76%
student behaviour is well managed at their school (S2074)	52%	45%	47%
staff are well supported at their school (S2075)	65%	61%	59%
their school takes staff opinions seriously (S2076)	69%	64%	69%
their school looks for ways to improve (S2077)	91%	84%	91%
their school is well maintained (S2078)	86%	80%	81%
their school gives them opportunities to do interesting things (S2079)	83%	81%	86%

'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. 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 behavior management, junior secondary, 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.

Reducing the school's environmental footprint

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

Located leaks in swimming pool that have since been rectified.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	422,111	2,387
2013-2014	486,029	2,060
2014-2015	491,168	24,806

*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.

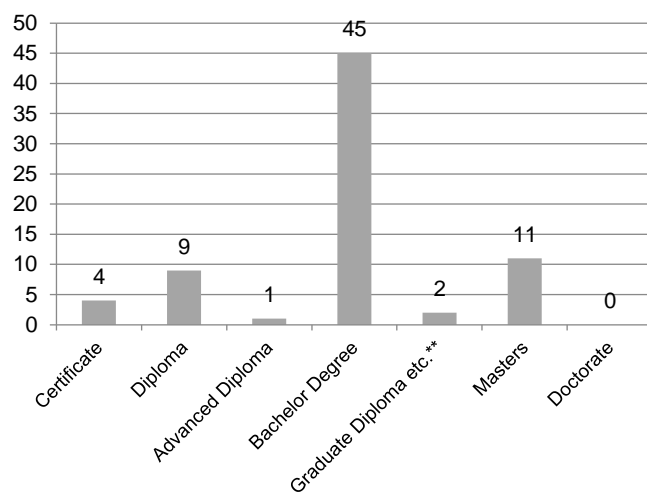
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	72	34	<5
Full-time equivalents	65	25	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	4
Diploma	9
Advanced Diploma	1
Bachelor Degree	45
Graduate Diploma etc.**	2
Masters	11
Doctorate	0
Total	72



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$68064.00.

The major professional development initiatives are as follows:

- Professional Development for Art and Science of Teaching implementation,
- Professional Learning Team implementation,
- Reading Strategies
- Senior Schooling/panels and upskilling for delivery of Certificates
- Transforming Schools Institute
- Numeracy/robotics

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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/>.

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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	84%	88%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	86%	82%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

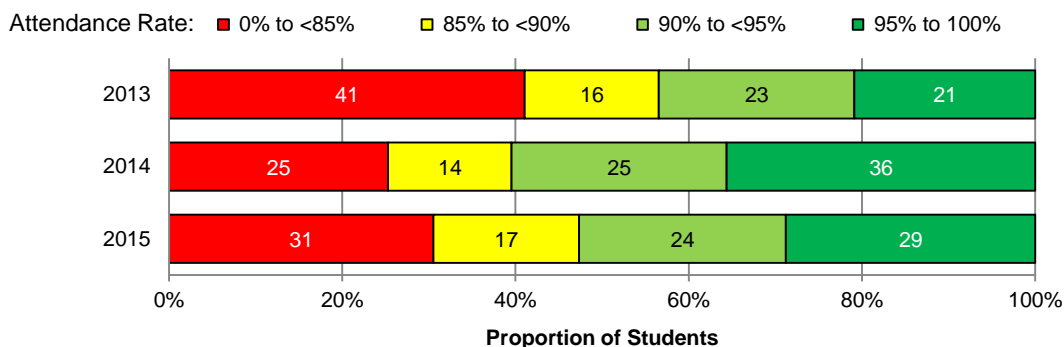
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									89%	86%	84%	82%	81%
2014									90%	89%	87%	87%	90%
2015								88%	89%	87%	84%	86%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts 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, and students are linked with the school's Intervention Team (comprised of Year-Coordinators, Senior Schooling Head of Department, Guidance Officers, Deputy Principals and Principal). Support and intervention is provided on an individual basis with students and parents – students are either supported 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

In this section, describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, schools may choose to report proactive strategies that are being used to increase attendance

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/>.

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 says **'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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	79%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	40%	25%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	145	122	135
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	70	41	42
Percentage of Indigenous students receiving an Overall Position (OP)	25%	20%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	22	42	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	137	122	111
Number of students awarded an Australian Qualification Framework Certificate II or above.	135	109	99
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	142	120	135
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%	59%	79%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	93%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	8	12	21	26	3
2014	4	9	11	17	0
2015	7	14	12	9	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	48	129	27
2014	47	104	46
2015	43	84	31

As at 16 February 2016. The above values exclude VISA students.

Certificate I programs were undertaken in the following areas: Automotive, Creative Industries and Furnishing. Certificate II programs included: Workplace Practices, Information Digital Media & Technology, Community Activities, Hospitality and Music. Students also participated in school-based Certificate III programs including Information Digital Media and Technology. Students also participated in a range of Certificate II and III courses through external organisations as a part of their senior studies.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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.