



2012

**Annual Report**

(based on 2011 information)

The Springfield Anglican College is an Independent Kindergarten to Year 12 co-educational College, across two campuses, located in the South West of Brisbane, some 25 kilometers from the Brisbane CBD. The Primary Campus is located on **Springfield College Drive** and the Middles and Senior Campus is located on **Springfield Greenbank Arterial** in Springfield.

The College, which entered its thirteenth year in 2011, has grown from an original enrolment of 24 students in 1998 to 723 from Prep to Year 12 in 2011, drawing students from the Greater Springfield area to Jimboomba. The College is rapidly closing upon its capped size of just under 1,000 students with 783 enrolments at the commencement of 2012. The decision to cap the overall size of the College enables the College to continue to afford all students with the individual attention they deserve, shape the curriculum to individual needs, while at the same time providing a broad range of curricular and extra-curricular activities and experiences.

The College is very fortunate to have in excess of 18 hectares across the two campuses.

The Primary Campus, provides a wonderful learning environment for younger students courtesy of excellent facilities. In 2011, work commenced in building The Tiny Tartan Kindergarten.

The Middle and Senior Campus, is four years old with very good facilities. During the later part of the year, construction of the Design and Technology Centre commenced.

A strong focus is placed on ensuring all students are afforded a supportive and encouraging learning environment and flexible curriculum pathways to cater for individual needs.

The College has an overt value base and a highly developed pastoral care programme. The College's holistic approach to education, delivered within a safe and caring environment.

The **Primary School Programme** aims to create an exciting and stimulating learning environment where students thrive through personal support, encouragement and a structured learning environment.

The Primary School years are vitally important in providing a strong foundation for future learning. Highly qualified and enthusiastic staff facilitate opportunities for full understanding in key learning areas, so that each individual student can progress to the best of their ability.

Programmes are designed to provide each child with the opportunity to master foundational skills in all aspects of the curriculum, with particular attention given to Literacy and Numeracy.

Through a comprehensive and well-resourced academic, co-curricular and extra-curricular programme, students are given the opportunity to discover and develop their skills and talents.



The **Middle Schooling Programme** has a strong pastoral focus. Exponents of middle schooling often talk about the three R's of middle schooling; relationships, relationships, relationships. This important transitional stage is structured and underpinned by a caring, supportive and encouraging campus environment. It is a time of substantial change physically, cognitively, socially and emotionally for students whose diverse needs require individual attention.

The curriculum in Years Seven to Nine focuses on setting students up for success, preparing students for the rigors of Senior Schooling, close monitoring of student progress and communicating this progress to parents and social and emotional growth, in particular the development of resilience.



The **Senior Schooling Programme** is designed to provide students with the foundations for a broad range of potential career pathways. Students can choose between university and trade based career pathways.

In Year Ten the curriculum is established to provide students with a 'taste' of Year Eleven and Twelve subjects to assist students in their choice of subjects into Year Eleven. Work Experience is organised for students who are interested in finding out more about specific career pathways in Year Ten.

Extensive preparation is undertaken for the QCS Test in Years Eleven & Twelve.



The College has a number of **distinctive curriculum offerings** designed to foster intellectually challenging learning environments and progressively support students to realise 'Their Future'.

A comprehensive monitoring of student progress lays the foundation for early intervention and extension opportunities, assists students to make appropriate subject selections and career path choices.

A unique feature of the College curriculum is the flexibility afforded to students, in particular students in the Middle and Senior School.

Students who are highly active in extra-curricular activities are supported to pursue their dreams via assessment modification and/or studying fewer subjects than their peers enabling students to complete their homework and assessments at school.

With well established **linkages** with a range of universities, TAFE Colleges and other educational providers including the University of Southern Queensland, University of Queensland, Griffith University, Bremer TAFE, the Metropolitan Institute of Technology, the Australian Defence Force, WorkLinks and The Brisbane School of Distance Education.

As a result students are able to engage in a variety of different course structures, Certificate courses, School Based Apprenticeships and Headstart (University) programmes.

The College runs a Learning Enhancement program that caters to all students with diverse learning needs.

Each year students participate in a range of state, national and international competitions in English, Mathematics and Science.

At The Springfield Anglican College we value the **shared education** of students entrusted to our care. The role of parent in this shared education is seen as central to effective learning.

All students from Year Seven to Twelve are required to set **goals** twice per year. Goal setting is seen as a very important means of focusing and engaging students in their learning and overall growth and development.

Students at the College are also encouraged to participate in a wide array of sporting, cultural, outdoor education activities and clubs.

In **sport**, students from Years Four to Seven participate in The Associated Schools – Junior competition (JTAS). Students from Years Eight to Twelve participate in The Associated Schools (TAS) competition. Both competitions provide a range of different sporting opportunities for students against other independent schools.

College teams also enter in other competitions as students demand determines such as the Central Ipswich Secondary Schools Association.

During 2011, the College sporting programme moved to new heights with student participation at a very high level, with

individual students and a number of teams achieving great success.

A review of the College's TAS involvement from 2008 to 2011 highlights the significant improvement in participation levels. In 2008 the College entered 2 teams in TAS and 12 teams in JTAS. In 2011 the College entered 31 teams in JTAS and 43 teams in TAS.

The JTAS Swimming Team performed exceptionally well coming third overall and second in the girls. The 11 Year Girls won their age group. At the TAS Swimming Carnival, TSAC Girls won both the U15 Girls and Open Girls, with the College coming fifth overall.

At the TAS and JTAS Cross Country, both teams finished fifth overall. In JTAS the girls won the 11 Year age division and came second overall. In TAS, the girls came third overall.

In Athletics, the JTAS team came third overall, with the TAS team coming fourth; the best results for the College in both JTAS and TAS to date. The 16 Year Girls finished in first place, with the 13 Year Boys and 14 Year Boys finishing in second place.

In TAS, College teams took out premierships in the Year 9 Boys Tennis and Year 10 Girls Netball.

The Equestrian Team won the Show Horse Competition and placed second in the Showman Competition at the State Titles.

Schools of Excellence in Swimming, Football, Tennis and Athletics were officially launched on March 24 at a function held at Brookwater Golf Club.



The Primary Campus won the Junior Section for the Orion Fun Run held on Saturday September 17. As occurs each year, students on the Primary Campus have been able to access a variety of different activities in addition to their PE lessons and JTAS Sport including Gobbledocks, Tennis Coaching, Soccer Coaching, and Auskick.

In total, three students represented at national level, nineteen at State and fifty one at Regional level in Swimming, Softball, Athletics, Cross Country, Equestrian, Futsal Soccer, Hockey, Cricket and Netball.



The College has a broad sporting programme on both Campuses:

#### Primary Campus

- JTAS SPORT
  - Cricket, Kanga Cricket, Softball, T-ball, Rugby, Walla Rugby, Netball, Netta Netball, Soccer, Roo Ball, Basketball, Mini Hoops, Tennis, AFL, Touch Football, Athletics, Swimming, Cross Country
- Private Tennis Coaching
- TSAC Running Club
- Auskick
- Total Football Academy clinics
- Rookies2Reds Rugby program
- In2 Cricket

#### Senior Campus

- TAS Sport
  - Cricket, Tennis, Volleyball, Basketball, Rugby, Hockey, Soccer, Touch Football, Cross Country, Swimming Athletics
- Running Club
- Tennis Academy
- Football Academy
- Holiday Soccer Camps
- Mountain Bike Club
- Fitness Studio Club

The College offers a broad extra-curricular offering in Sporting areas

In the **Creative Arts**, students have the opportunity to participate in a music, dance and drama activities.

The highlight of the year was most certainly the College production of 'One'. It was wonderful to see in excess of 350 students on stage; thoroughly enjoying the opportunity and proud of their achievement.

The number of ensembles available for students within the **Creative Arts Extra-Curricular programme** increased in 2011. Music ensembles include Junior Concert Band, Intermediate Concert Band, Senior Symphonic Wind Ensemble, Rock Band, Vivace String Ensemble, Dolce String Ensemble, Animato Junior String Ensemble, Animato Senior String Ensemble, Chamber Strings, Junior Choir, Mezzo Forte Choir, Senior Choir and Chamber Singers.

These ensembles participated in many competitions, festivals and eisteddfods throughout the year with much success. Strings students enjoyed performing at the RNA 'EKKA' again this year and many strings students also took up the challenge to perform a solo at the AUSTAQ Junior Strings Festival.

Junior Choir students were invited to sing at the Parish Connections Pet Blessing Service and 'wowed' the audience with their very cute performance. In September, the Primary Campus came alive with the sounds of hundreds of voices as our students participated in an Australia-wide community music project called Music: Count Us In.

The annual Bush Dance once again a highlight for Primary students.



**How Information Technology is being used to assist learning:** Across the two campuses of The Springfield College, students have a high

degree of access to computers and other forms of Information Technology.

The Primary Campus has one computer laboratory, computers in all classrooms, with Interactive whiteboards in most classrooms.

The Senior Campus has one computer laboratory, with interactive whiteboards and/or data projectors in each classroom.

In 2011 the College introduced 80 laptops, in mobile pods of 16 and trialled iPads for implementation in 2012.

The College uses the Moodle on-line learning system to enable students to access classwork, assessments and website links from outside of the College.



**Clubs and other activities:** Students from across the year groups participated in many different age-appropriate excursions including the Biology camp, Dreamworld, Sirromet Winery, Queensland University of Technology, Ikea, Year 7 Canberra trip, Ngutana-lui, Ipswich Art Gallery, Workshops Rail Museum, Queens Park Nature Centre and Japanese Gardens.

Students also benefitted from involvement in activities such as the CSIRO Lab-on-Legs, ASX Sharemarket Game, Year 10 Market Day, 2011 Literary Competition, Book Week, Chess Club, Robotics Club, Science Club, Yoga and Zumba.

Visitors to the College included Author and Premier's Literary Award Winner, Michael Gerard Bauer, Mayor of Ipswich Paul Pisasale, local poet Graham Nunn, authors Paul Collins and Michael Salmon, careers advisor Ted Hook, the Fire Brigade as part of Fire Safety Awareness, Camp Quality Puppets and the Arts Council.

Students also participated in the Queensland Debating Union Competition, Robotcup, Optiminds, Brainwaves; Education for Gifted and Talented students and Queensland G-Kart Championships.

In 2011 Elevate Education once again assisted students to develop their leadership and study skills.

Year Twelve students were put through a Safe Driver Programme and provided with important advice for their time beyond school.

Throughout 2011 the College community was extremely active in supporting a range of charities and people in need. At the commencement of the year, in response to the Queensland Floods, almost \$10,000 was raised in money and goods to support College families and families affected within the local region. The Anglican Parish of Inala assisted as the distribution point and as part of the support Year 12 purchased toys and gifts, wrapped them, wrote a note and presented them to the 'Return of Santa' at Goodna.

In 2011, College community support was extended to Anglican Board of Missions, Ipswich Cares, Clean up Australia Day, Operation Christmas Child, the Leukemia and Starlight Foundations, the Heart Foundation and Multiple Sclerosis.

Year 10 students, as part of the Triple S programme (Study, Skills and Service), worked with students at the Goodna Special School, volunteered at the St Vincent de Paul

Distribution Centre at Sumner Park and assisted at the Camira Community Centre.

In total College students raised slightly in excess of \$20,000 throughout the year, which is an amazing effort, especially in the context of 2011.

In May students gathered on the Senior Campus to mark the official launch of the United Nations "Decade of Action for Road Safety". As part of Fatality Free Friday students were given opportunity to test their driving skills in a state-of-the driving simulator.



In June Prep students participated in a new and exciting First Aid programme "Be COOOL in an Emergency".

The **social climate** of the College and its culture help define The Springfield Anglican College.

The College prides itself on the supportive and encouraging environment that exists across both campuses.

We also have a system of pastoral care based on year levels with Class Teachers and Form Teachers.

Emphasis is placed on students being self disciplined and staying within clearly defined boundaries.

The 'TSAC Way' articulates the value base that underpins expectations of students and is displayed in classrooms across both campuses to guide students in their decision making.

Students with diverse learning needs and students with a different cultural background are welcomed at the College and their contribution to all College activities is valued and encouraged.

Students in Year 9, participate in a unique programme called The Rite Journey. This programme is designed to support the development of self-aware, vital, responsible, respectful and resilient adults.

The College has high standards and expectations of our students. Bullying of any description is not accepted and the College has both Bullying and Child Protection policies. Bullying is openly discussed and leadership and cyber bullying seminars were run for students in the Middle and Senior Schools. For younger students Bravehearts assisted with tips for personal safety. Students, staff and parents on the Primary Campus participating in the first National 'Say No to Bullying Day' in March.

The College has a very active and supportive **parent community**. Across the College an 'Open Door Policy' exists to enable concerns to be addressed quickly and appropriately to ensure students are given every opportunity to succeed, grow and develop their talents.

Regular parent-teacher interviews are held and parents are encouraged to make direct contact with teaching staff through email or by telephone. Parents are also invited to attend Parent evenings throughout the year.

The Parents and Friends Association at The Springfield Anglican College is highly active each year. Parent support groups exist to support both Sport and the Performing Arts. Parents regularly assist in coaching teams,

reading to younger student and volunteer to assist in the tuckshops and libraries.

**Parent, student and teacher satisfaction:**

Each year the College gathers feedback from a range of sources. The demand for places and expression of interest in working at the College in 2011 would indicate a continued high level of satisfaction. Every two years the College undertakes a full parent satisfaction Survey. In 2010, 90% of respondents nominated they would either highly recommend or recommend the College.

**School Income Broken Down by Funding**

**Source:** For information relating to funding sources, please refer to the *My School* website <http://www.myschool.edu.au/>

**Presentation of Information:**

The Springfield Anglican College website address is <http://www.tsac.qld.edu.au>

The school performance information is also available from the Registrar's office [registrar@tsac.qld.edu.au](mailto:registrar@tsac.qld.edu.au)

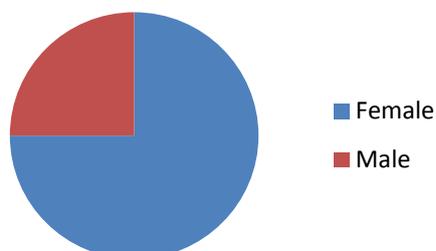
## STAFFING INFORMATION

### Staffing Composition

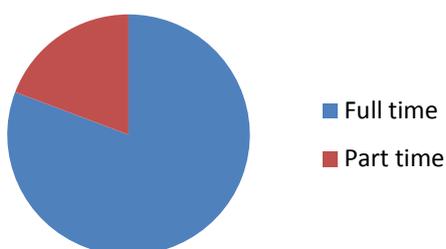
Total Staffing 75 with no Indigenous Staff

#### Teaching Staff

Male 13 / Female 39

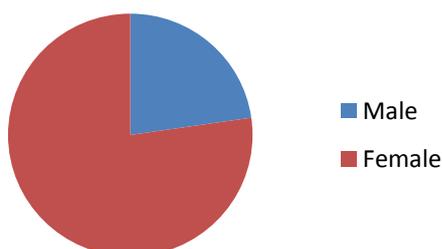


Full time 42 / Part time 10

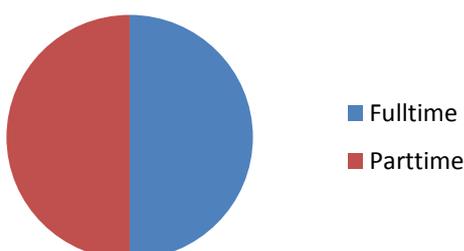


#### Non-Teaching Staff

Male 5 / Female 17



Full time 11 / Part time 11



### Qualifications of all teachers:

Qualification	Percentage of classroom teachers and school leaders in the school
Doctorate	2%
Masters	12%
Bachelor Degree	74%
Diploma	12%
Certificate	0%

**Staff professional development** is a high priority at the College with \$42,953.92 spent on staff professional development in 2011. 100 % of the teaching staff participated in professional development activities in 2011. Staff members are supported and encouraged to keep up-to-date with particular subject requirements by attending professional development sessions run by the Queensland Studies Authority and other Professional Associations including Panel representation, attending seminars and in-services in relation to Dimensions of Learning, Digital Pedagogy, NAPLAN, the Australian Curriculum and The Rite Journey.

Teachers at The Springfield Anglican College also participated in a range of whole school professional development including, policy implementation in regard to disability, discrimination, workplace harassment, child safety and formative Anglican Induction for School Staff, Diabetes training, Anaphylaxis and EpiPens, Fire training and Asthma First Aid.

All staff are engaged in the College Professional Review and Development Programme requiring staff to develop a personal annual learning plan.

**The average staff attendance** for the school based on unplanned absences of sick and emergent leave for periods of up to five days was **97.78%**.

The proportion of teaching staff retained from the previous year was **86%**.

## KEY STUDENT OUTCOMES

**Average student attendance rate:** The average attendance rate as a percentage for Prep to Year 12 in 2011 was **94.1%**

Collection Period:

Prep – Year 11            180 Days  
Year 12                    170 Days

Year Level	% Attendance for the whole of 2011
Prep	94.72%
Year 1	93.6%
Year 2	94.49%
Year 3	94.98%
Year 4	94.8%
Year 5	93.89%
Year 6	94.64%
Year 7	94.32%
Year 8	94.06%
Year 9	93.85%
Year 10	93.45%
Year 11	92.15%
Year 12	95.23%

### Non-Attendance

On the Primary Campus teachers mark the student roll each morning and afternoon. A 'pink slip', which records any student absence, is marked by the teacher and sent to Reception by 9:00am. Reception checks the student absences against the absentee book. The absentee book is a record taken from the absentee phone line, where parents call to inform the College of a student absence. The late arrivals book is also checked against the absentees to identify any students who may have arrived after the roll has been called in class. For students who are absent without notification, parents are phoned to verify absence from College.

On the Middle and Senior School Campus Attendance Rolls are marked at the beginning and end of the school day. Teachers mark their own class rolls each period. Reception is advised of any variance to the morning rolls and an SMS is automatically sent to parents if a student has no valid reason for non-attendance.

### NAPLAN Data 2011

For information pertaining to the 2011 NAPLAN data, please visit [www.myschool.edu.au](http://www.myschool.edu.au)

**School ICSEA Value: 1067**

Bottom quarter	Middle quarter		Top quarter
9%	23%	43%	26%

**The Apparent retention rates from Year 10 to Year 12 was 97.6%**

Completed Senior Secondary School = 41

### YEAR 12 OUTCOMES

Number of students awarded a Senior Education Profile	41
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	32
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	9
Number of students awarded a Queensland Certificate of Education at the end of Year 12	36
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Percentage of Year 12 students who received an OP1-15 or an IBD	62.5%
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	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	91%

# NEXT STEP 2012

## STUDENT DESTINATIONS

### The Springfield Anglican College



#### Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the *Next Step* survey can be located at the *Next Step* website at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Response rate for The Springfield Anglican College

Table 1 below reports the response rate for The Springfield Anglican College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending The Springfield Anglican College in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
36	41	87.8

#### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Summary of findings

In 2012, 69.4 per cent of young people who completed Year 12 at The Springfield Anglican College in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (44.4 per cent). The combined VET study destinations accounted for 25.0 per cent of respondents, including 19.4 per cent in campus-based VET programs, with 16.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

5.6 per cent commenced employment-based training, either as an apprentice (2.8 per cent) or trainee (2.8 per cent).

In addition to the above study destinations, a further 8.3 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination).

30.6 per cent did not enter post-school education or training, and were either employed (27.8 per cent) or seeking work (2.8 per cent).

Figure 1 Main destinations of Year 12 completers

