The Springfield Anglican College
2015 Annual Report
(Based on 2014 information)
The Springfield Anglican College is an **Independent Kindergarten** to Year **Twelve** co-educational College, across two campuses, located in the South West of Brisbane, some 25 kilometres from the Brisbane CBD. The Primary Campus is located on **Springfield College Drive** with the Secondary Campus located on **Springfield Greenbank Arterial** in Springfield.

The College, which entered its sixteenth year in 2014, has grown from an original enrolment of 12 students in 1998 to **811** from Prep to Year Twelve in 2014, drawing students from Greater Springfield and surrounding suburbs within a 20 kilometre radius of the College.

The characteristics of the student body are 407 male students and 404 female students. Indigenous students account for 1.5% of the student population.

In 2014, The Tiny Tartan Kindergarten entered its third year of operation. The Tiny Tartan Kindergarten caters for up to 88 students five days per fortnight. The Tiny Tartan Kindergarten has been rated as exceeding National Standards in all categories and provides a wonderful learning environment for the College’s youngest students.

The College is rapidly closing upon its capped size of 1,000 students, Prep to Year Twelve. 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 dynamic learning environment for younger students courtesy of excellent facilities.

The Secondary Campus is seven years old. During 2014, the College commenced construction of a new Creative Arts Precinct, a Year Seven Classroom Block and change facilities for Physical Education and Sport, which collectively will transform the Secondary Campus when they open for the beginning on the 2015 College year.

Across the College, 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 ‘Positive Education’ pastoral care programme ‘Learn and Flourish’. ‘Learn and Flourish’ forms the overarching structure to the College’s strong and supportive Pastoral Care Programme. As a College community, our goal is to enhance the lives of all our students so they can flourish.

The College’s Positive Education Framework has been developed with both students and staff in mind, as our goal is to build upon the already strong foundation of positivity and optimism that supports engagement, enjoyment, relationships and social
connectedness, all of which enhance academic and professional achievement and personal well-being.

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. The Middle School prides itself on the development of the "whole student", providing an education which extends well beyond the classroom. 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 and preparing students for the rigors of Senior Schooling. Preparations have been made to expand the Year Seven intake to three streams – this opportunity will allow the College to further integrate the Year Seven cohort into the Secondary Campus in accordance with mandatory Queensland directives, and has allowed the College to utilise an increased number of specialist subject teachers for Year Seven.

Adolescence is a time of considerable change both physically and emotionally. Through this transitional phase, students are supported by key Form Tutors who have experience and expertise in the area of Middle Schooling. The College has a well-structured transition and integration programme for students moving from Year Six into Seven. A purposefully designed programme to cater for the needs of early adolescent change has been developed to help support students through this often challenging stage of growing maturity.
The Middle School phase concludes with a full year course in Year Nine called ‘The Rite Journey’, which is taught in single sex groups and focuses on the end of childhood and the beginning of adulthood.

Positive Education at The Springfield Anglican College Middle School employs implicit and explicit teaching of Positive Psychology skills and principles. Implicit teaching occurs at each year level, and across all aspects of school: in the classroom, student interactions, on the sports field or in the Creative Arts. Explicit teaching is delivered in Year Nine through specific Positive Psychology programmes whilst experienced classroom teachers in Year Seven and Eight aim to heighten the students awareness of their signature strengths. The overarching principles of Middle School Positive Education are essentially to help students tackle real-time issues with resilience, mindfulness and let them put it into perspective.

Extensive preparation is undertaken for the QCS Test in Years Eleven and 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 and 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 are highly active in extra-curricular activities. In some cases, modifications are made to subject offerings enabling students to complete their homework and assessments at school and fully commit to their extensive outside of school interests without impacting on their academic progress.

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.

The College continues to be very fortunate to have a strong association with a number of Universities, TAFE Colleges, other educational providers and business houses including the University of Southern Queensland, University of Queensland, Griffith University, Queensland University of Technology, TAFE Brisbane, TAFE SouthWest, the Australian Defence Force and WorkLinks. These linkages are greatly valued as they enable students to pursue a range of alternative pathways.
As a result students are able to engage in a variety of different course structures, Certificate courses, School Based Apprenticeships/Traineeships and University programmes.

The **Learning Enhancement Programme** caters for students with a range of diverse learning needs. The programmes include a focus in the three main areas; early years intervention, middle years support and extension programmes.

From Prep to Year Two, the provision of early intervention programmes in the areas of literacy and numeracy has been essential in assisting students to develop necessary foundation skills ensuring they have the building blocks for future learning.

Programmes from Year Three and beyond provide students who required additional support and further opportunities to consolidate their learning and progress in a small group environment. Prelit, MiniLit ELF and Words Their Way programmes (researched and developed by the University of Queensland and the Macquarie University) are utilised to meet the support needs of these students. The Chill Out Zone, Drop in Zone and The Learning Lounge are also other services incorporated for students who have required extra support in the areas of homework, assignment and social/emotional development.

A particular focus for the year was the inclusion of extension programmes that would further assist students to excel and extend. A range of new **Literacy and Mathematics Extension** programmes have been included for students from Years Six to Nine. Selected students have worked at an accelerated pace through their core curriculum, allowing additional time for more challenging and complex investigations under the guidance of a specialist teacher. The inclusion of workshops led by lecturers from University of Southern Queensland has also assisted with preparing the students for a range of literacy competitions and events. The Public Speaking Showcase evening provided an excellent opportunity for student’s speech writing and presenting skills. The Maths Teams Challenge also highlighted the importance of students learning how to work together as a team to solve a range of complex and abstract problems in a real life context.

Academic Extension was also offered to Year Twelve students who worked through a range of strategies aimed at consolidating their ability to address the Common Curriculum Elements which are assessed in the Core Skills Test. The students explored ways in which to compare and contrast, classify, justify and evaluate among other skills.

All of our extension students have had opportunities to participate in a range of competitions including the Big Science competition, The Days of Excellence, the Australian Mathematics Competition and the PC4Girls competition held at the University of...
Queensland. The first Literacy and Numeracy Cup Inter-Clan challenge was also held this year to coincide with National Literacy and Numeracy Week.

The extra-curricular groups Bright Sparks and Masterminds also provided extension students with an opportunity to work with their peers, develop their higher order thinking and problem solving skills and showcasing their talents in culminating activities such as a Trivia Competition and presenting their own short movie.

At The Springfield Anglican College, we value the shared education of students entrusted to our care. The role of parents in this shared education is seen as central to student achievement.

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 the wide array of leadership, sporting, cultural, outdoor education activities and clubs.

The College has a well-entrenched Saturday sport culture with high levels of student participation, which is extremely well supported by parents each week.

On the Primary Campus, College history was made in a number of areas on the sports field during the year, from both an individual and team perspective. Through its participation in the Junior TAS competition, the College achieved unprecedented success in 2014, highlighted by the College competing in the JTAS Athletics Carnival Blue Division for the very first time. Twenty-six teams competed in the JTAS weekend sport competition during the year across eight different sports.

The College continued its participation in the Central Districts sporting competition, with the Swimming team and the Cross Country team winning their respective Carnivals. The College also won its division at the Athletics Carnival.

Thirty-six students from the Primary Campus gained selection in Central Districts’ representative teams during the year, with eight of those students gaining further selection in Regional representative teams.

In GBC Sport, the College won a record fifteen Premierships, with seventy-six senior teams competing during the year in a variety of competitions. In total, sixty-five students represented at either Regional, State or National level.
The College organised its first ever International Sports Tour to New Zealand, and a highly successful sporting year was concluded with the Sports Presentation Evening being held at The Gabba.

The Creative Arts Faculty continued its growth and success following in 2014.

After celebrating a single First Place in 2013, this success turned into ten first places and nine minor places in 2014. Our Drama Troupe won the Ipswich Division of the Queensland Youth Theatre Sports Festival and continued all the way to the Grand Final hosted at Brisbane Boys' College. The Senior Concert Band won both the Ipswich and Silkstone Eisteddfods as well as the Secondary Division at the Goodna Jacaranda Festival. Senior Animato Strings and Senior Chamber Strings won their sections at Silkstone Eisteddfod and Qld MusicFest. In Primary Co-Curricular, first places were won by the Ukulele Ensemble and the Mezzo Forte Choir at Silkstone Eisteddfod and the Fusion Dance Ensemble at Beenleigh Eisteddfod.

Creative Arts Students were also involved in Queensland Ballet Workshops, Homunculus Theatre Workshops, Harvest Rain’s production of “Cats” and seven students were accepted into the State Honours Ensemble Programme held at Griffith University, Queensland Conservatorium of Music.

Two session of AMEB examinations were held at TSAC in 2014, with 28 students successfully completing examinations from Preliminary to Grade Six level. An incredible 93% (26 students) received an Honours or Credit result.

Rehearsals commenced in Term Four for the Colleges biennial full scale musical production of “Oliver” that will be staged at the Logan Entertainment Centre in August, 2015.

Across the two campuses of The Springfield Anglican College, students have a high degree of access to computers and other forms of Information Technology.

Students in Kindergarten through to Year Six developed their ICT skills through access to a computer laboratory, iPads and Netbooks.

Interactive whiteboards in all classrooms also provide students with stimulating and creative learning programmes.

The Secondary Campus has two computer laboratories, with interactive whiteboards and/or data projectors in each classroom.

In 2014 all Year Eleven and Twelve students purchased an iPad. Trolleys of College iPads and Laptops provide students across the campus with easy access to ICT on demand.

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: As in past years, students from across the year groups participated in many different age appropriate excursions such as the Year Two excursion to Wolston House, Year Four and Five excursion to the Ipswich Art Gallery, Year Six excursion to the EKKA, Year Seven
Canberra Trip, Year Nine Visual Art excursion to the Gallery of Modern Art, Year Eleven Technology Studies excursion to Reverse Garbage, Year Eleven Biology Camp and Year Twelve Physics excursion to the Planetarium.

Students benefitted from involvement in activities on campus such as Year Twelve Drama – Artist in Residence workshops, Year Eleven I am Macbeth production, Prep students Barnyard Babies, Primary Campus Electrical Safety Talks, Year Ten and Eleven Fit Bodies, Fit Minds workshops, Book Week, Chess Club, Technology Club, Science Club, and Cheerleading.

In 2014, Elevate Education once again assisted students to develop their leadership and study skills. The College has worked to develop a Senior Diary that allows students to record and implement the strategies that Elevate Education promote.

The College Captains attended a three day residential course at The University of Queensland run by YLead to prepare them for their new roles. Three Senior School students attended the Anglican School’s Student’s Network Conference held in Alexander Headlands with the College Chaplain. The Year Six Primary Campus Leaders attended the GRIP Leadership Conference and the Year Nine Middle School Leaders attended the Altitude Day Conference.

Year Twelve students were put through a Safe Driver Programme and provided with important advice for their time beyond school. Year Twelve students also attended a number of cohort events designed to foster relationships including a Hot Yoga session and excursions to the Qld Red’s Rugby and Brisbane Broncos games.

The College supported the Anglicare “Helpie” campaign, raising $1,221.10 for homeless women and children, age care, foster care and mental health support.

Once again, students and staff across both campuses actively supported a number of charities and organisations including local Aged Care Facilities, St Vincent de Paul, Anglicare, Operation Christmas Child, Ipswich Cares, Bandana Day for Canteen Australia and Shave for a Cure raising a total of $6,828.60 throughout the year.

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.

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.

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.

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

Bullying is openly discussed with cyber bullying seminars run for students on the Secondary Campus. The Secondary Students also complete an anonymous biannual survey about bullying. Results consistently reflect the safe and caring environment that exists at The College.

Teachers and students on the Primary Campus implemented the ‘Bucket Fillers’ programme, providing a well understood age-appropriate structure and philosophy to address potential issues.

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 Creative Arts.

Parents regularly assist in coaching teams, reading to younger students 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 2014 would indicate a continued high level of satisfaction. Every two years the College undertakes a full parent satisfaction Survey. In 2013, 93% 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://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

Further information on the school and its policies is also available from the Head of College info@tsac.qld.edu.au
STAFFING INFORMATION

Staffing Composition:

Total Staffing 113 with no Indigenous Staff

Teaching Staff: Male 17 / Female 48

Teaching Staff 65/Non-Teaching Staff 48

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of class- room teachers and school leaders in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>57</td>
</tr>
<tr>
<td>Diploma</td>
<td>25</td>
</tr>
<tr>
<td>Certificate</td>
<td>11</td>
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Staff professional development is a high priority at the College with $46,479.90 spent on professional development for teachers in 2014.

Staff members are supported and encouraged to keep up-to-date with particular subject requirements by attending professional development sessions including Rite Journey Collaboration, Literacy in the Secondary Years, Elevate Education, Numeracy – Years 6 and 7 Proportional Reasoning and Mental Health and Wellbeing of Young People.

Teachers at The Springfield Anglican College also participated in a range of whole school professional development including policy implementation, workplace harassment, child safety, Anaphylaxis and Fire training.

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

The average expenditure on professional development in 2014 per teacher was $715.07.

The average staff attendance for the school based on unplanned absences of sick and emergent leave for periods of up to five days was 98%.

The proportion of teaching staff retained from the previous year was 94%.
KEY STUDENT OUTCOMES

The average student attendance rate as a percentage in 2014 was 93.8%.

Collection period: 183 days.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% attendance for the whole of 2014</th>
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<tbody>
<tr>
<td>Prep</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year One</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year Two</td>
<td>95.5%</td>
</tr>
<tr>
<td>Year Three</td>
<td>94.9%</td>
</tr>
<tr>
<td>Year Four</td>
<td>94.8%</td>
</tr>
<tr>
<td>Year Five</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year Six</td>
<td>93.9%</td>
</tr>
<tr>
<td>Year Seven</td>
<td>95.4%</td>
</tr>
<tr>
<td>Year Eight</td>
<td>93.9%</td>
</tr>
<tr>
<td>Year Nine</td>
<td>92.8%</td>
</tr>
<tr>
<td>Year Ten</td>
<td>92.8%</td>
</tr>
<tr>
<td>Year Eleven</td>
<td>90.3%</td>
</tr>
<tr>
<td>Year Twelve</td>
<td>92.0%</td>
</tr>
</tbody>
</table>

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 absentee 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 Secondary Campus, Attendance Rolls are marked at the beginning and middle of the school day. Teachers mark their own class rolls each period. Reception is advised of any variance to the morning rolls and where required parents are contacted by phone.

NAPLAN DATA 2014

For information pertaining to the 2014 NAPLAN data, please visit http://www.myschool.edu.au

School ICSEA Value: 1081

<table>
<thead>
<tr>
<th>Bottom quarter</th>
<th>Middle quarter</th>
<th>Top quarter</th>
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<tbody>
<tr>
<td>7%</td>
<td>21%</td>
<td>36%</td>
</tr>
</tbody>
</table>

The apparent retention rates from Year Ten to Year Twelve were 84%.

The number of students who completed Senior Secondary School is 63.

<table>
<thead>
<tr>
<th>Year Twelve Outcomes</th>
<th>63</th>
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<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
<td></td>
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<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP)</td>
<td>43</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>6</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualification</td>
<td>10</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year Twelve</td>
<td>58</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of Year Twelve students who received an OP 1-15 or an IBD</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of Year Twelve students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer</td>
<td>94.4%</td>
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</tbody>
</table>
Our Mission
The Springfield Anglican College is a Christian faith community that nurtures life giving relationships and spiritual awareness.

Our Vision
To become the leading independent school of choice within the Greater Springfield and surrounding areas.

Our Values
The Springfield Anglican College is engaged in the fundamental task of forming and informing young minds and hearts. In promoting the good news of Jesus Christ among students and families and among staff members, the Gospel values are central to all that we seek to do.

Location
The Springfield Anglican College, Secondary Campus
63 Springfield Greenbank Arterial, Springfield, Qld, 4300
Phone: 07 3814 8100 Email: info@tsac.qld.edu.au

The Springfield Anglican College, Primary Campus
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Phone: 07 3818 5777 Email: info@tsac.qld.edu.au

Board of Directors
Mr Jack Duff, F.C.A.
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Mr Ian Turner, B.Econ., B.Com.(Qld), F.C.P.A., G.A.I.C.D.

College Council
Dr Murray Evans, Chairman B.Com., M.E.D., Ph.D., F.Q.I.E.A., F.A.C.E.
Mr Jack Duff, F.C.A.
Dr Bryan Dubbeldam, B.D.Sc., M.B.A. (H.Serv.Mgt), M.A.D.A.

Leadership Team
Mr Steve Croft, Head of College B.Ec., Dip.Ed., M.A.C.E
Mr Richard Clark, Head of Student Services B.Soc.Sc(Hons.), P.G.C.E.(Sec.Hist)
Mr Andrew Holmes, Head of Sport and PE B.Sc.(Hons.), PE.Maths, P.G.C.E.(Sec.PE.Maths)
Dr Philippa Robinson, Head of Creative Arts Performance PhD., M.Mus., B.Mus., A.S.C.M.

Business Services
Mr Joe McMeniman, Chief Financial Officer B.Com., C.P.A., G.A.I.C.D.
Mrs Jackie McComb, College Accountant B.Com.(Acc.)