



inspire
THEIR MINDS
expand
THEIR HORIZONS
empower
THEIR FUTURE



2018
ANNUAL REPORT

The Rosewood Resource Centre

*Officially opened on Monday 5 March 2019 by
The Honourable Grace Grace MP, Minister for Education
and Minister for Industrial Relations*



From the Principal

**2018 has been a landmark year at The Springfield Anglican College,
in which we have achieved a great deal.**

The details of those achievements are wide ranging and encompass success in academics, sport and creative arts. It is also a year that has seen us publish new Strategic and Built Environment Master Plans, mapping out the future of the College, and has seen enhancements in our reputation which have resulted in growing enrolments.

A dynamic symbol of our growth has been the opening in 2018 of new buildings, the award-winning Kangaroo Building, our Year 7 Banksia Precinct, and most specifically, the completion and opening of our Rosewood Resource Centre.

In terms of growth, in 1998 our only building was the Jabiru Building. Our staff at the time did a wonderful job providing for our small number of students, but with limited resources.

In 2018, our students have buildings like the Rosewood Resource Centre – a building that is an especially significant part of making 2018 a landmark year for the College. Rosewood is a fantastic addition to the facilities of the College – it is a spacious, comfortable and luxurious space which reflects how far the College has come in its ability to meet the needs of its students, and provide them with opportunities to be at their best.

2018, for the reasons outlined above but also for a thousand other reasons, has been a wonderful year for The Springfield Anglican College.

A handwritten signature in black ink, appearing to be 'D Pitt'.

Mr Darren Pitt
Principal

**SCHOOL SECTOR**

Independent

SCHOOL ADDRESS

Kindergarten and Primary Campus
Springfield College Drive, Springfield

Secondary Campus
Springfield Greenbank Arterial, Springfield

YEAR LEVELS OFFEREND

Kindergarten to Year 12

2018 ENROLMENTS

Kindergarten: 70
Prep to Year 12: 952
Total Enrolments: 1022

CHARACTERISTICS OF THE STUDENT BODY

Co-educational

Number of Male Students: 479

Number of Female Students: 473

% of Indigenous Students 1%

COLLEGE CONTACT

Mr Darren Pitt
Principal

SCHOOL INCOME

School Income broken down by funding can be found on the [My School Website](#)



The Tiny Tartan Kindergarten

The Kindergarten students have had an amazing year, filled with fun, laughter and experiencing new things.

The Tiny Tartan Kindergarten program is designed to foster the development of the whole child through encompassing social, physical, emotional and cultural needs in addition to academic growth and care.

Based on the Queensland Early Years Learning Framework the learning program has been purposefully designed to extend and enrich children's learning. The Framework enables children a wealth of opportunities to maximise their potential and develop a foundation for future success in learning.

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

Distinctive Curriculum Offerings Kindergarten

- Chinese
- Perceptual Motor Program (PMP)
- Classroom Music

The Tiny Tartan Kindergarten has been awarded 'Exceeding the National Quality Standards' rating.



TEACHING & LEARNING

OUR INTENT

All students have the ability to achieve individual success and excellence; to seek understanding, ask questions and investigate different ways to learn. It is through curiosity and tenacity that they develop a deeper understanding of the world and how it works.

Our students are knowledgeable and equipped with the skills to be collaborative, reflective, communicative, creative, self-directed and critical thinkers. Technology is used to enhance learning, investigation and innovation.

Our teachers are leaders of our learning community. They support and challenge, continually looking for new ways to meet the needs of our students.

EDUCATION IS
NOT PREPARATION
FOR LIFE,
EDUCATION IS
LIFE ITSELF.

John Dewey

OUR COMMITMENT

- We will develop opportunities for students through a balanced and relevant curriculum.
- We will embed the Learner Framework into the academic life of the College.
- We will provide continuity of Teaching and Learning throughout the K-12 learning journey.
- We will instil a culture of active learning and high expectations in all educational experiences.

Teaching and Learning Overview

2018 continued to be an exciting and successful year academically for the students at The Springfield Anglican College. The year began with the news that the graduating class of 2017 were the highest performing school in Queensland in terms of the percentage of students receiving an OP between 1 and 5.

Learning at The Springfield Anglican College (TSAC) is based on the Australian Curriculum from Prep to Year 10, and the Senior Curriculum for Qld in Years 11 and 12.

However, underpinning this learning is the TSAC Learner Framework, which is closely connected to the General Capabilities in the Australian Curriculum. We believe that it is just as important to develop students to be:

- Communicative
- Creative
- Collaborative
- Reflective
- Self-Directed
- Critical Thinkers

as it is to ensure their knowledge and understanding in the learning areas of the Australian Curriculum.

Students at the Primary Campus have a Digital and Design Technology lesson each week which is based around the Design Thinking Process. Students complete integrated STEM projects with a culminating day at the end of each project.

The Primary Campus Maker Space, known as the Fab Lab, was the result of research into flexible learning environments and contemporary approaches to teaching and learning. It was designed to be used in a variety of ways, providing an ideal location for classes to work collaboratively on STEM units and engage with technology. The space is resourced with class sets of Surface Pro devices



and iPads, as well as a variety of robotics and digital components with which students can code and create. Construction tools and materials allow students to build prototypes of their ideas and get hands on with design concepts.

On the Secondary Campus, students have begun learning in the new Senior Curriculum with the addition of electives in Year 7 – 9 including Psychology, Engineering, Design and Film, TV and New Media. The teachers work to develop authentic, real world learning within their subjects and assessment items. The students' ability to ponder large questions and think critically is developed within their study of Philosophical Inquiry in Year 7 and 8.

Distinctive Curriculum Offerings Prep to Year 6

- Chinese
- STEM
- Digital and Design Technologies
- Classroom Music
- Classroom Dance
- Perceptual Motor Program (PMP)
- Physical Education
- Instrumental Music: Prep to Year 2 (Violin), Year 3 (Violin, Viola, Cello or Double Bass), Year 4 and Year 5 (Students can specialise in either a band or string instrument)

Elective and Extension Opportunities:

Year 6: Instrumental Music

Academic Extension

Bright Sparks:

- Ipswich Poetry Feast
- Springfield Primary Schools' Debating Competition
- Da Vinci Decathlon
- Optiminds Competition
- Days of Excellence Program



Distinctive Curriculum Offerings Year 7 to 9

Core Subjects:

Year 7

- Mathematics •Science •English •History
- Geography •Philosophical Inquiry •Chinese
- Health and Physical Education •Music
- Drama •Visual Art •Dance •Religious and Values Education

Year 8

- Mathematics •Science •English •History
- Geography •Philosophical Inquiry •Chinese
- Health and Physical Education •Music
- Drama •Visual Art •Dance •Religious and Values Education

Year 9

- Mathematics or Mathematic Extension
- English •Science •History •Geography
- Health and Physical Education •The Rite Journey •Work Studies

Elective and Extension Opportunities:

Year 7

- Engineering •Graphics and Interior Design

- Film, TV and New Media •Psychology
 - Digital Solutions Extension •Music Extension
 - Physical Education Extension
 - Business Extension •Enterprise Extension
- Year 8

- Engineering •Graphics and Interior Design
 - Film, TV and New Media •Psychology
 - Digital Solutions Extension •Music Extension
 - Physical Education Extension
 - Business Extension •Enterprise Extension
- Year 9

- Chinese •Physical Education •Health
- Music •Drama •Visual Art •Dance •Business Studies
- Engineering •Digital Design Solutions

Academic Extension:

- Classroom Extension Elective Programs
- Co-curricular programs in STEM, Debating, UNSW competitions, Poetry Feast, The Australian Maths Competition, Kids Lit Quiz, Maths Olympiad, da Vinci Decathlon and Optiminds
- Access to external programs such as Days of Excellence



Distinctive Curriculum Offerings

Year 10 – 12

Core Subjects:

Year 10

- Mathematics or Mathematics Extension
- Biology •Chemistry •Physics •Earth Science
- English or English Extension •History
- Geography •Health and Physical Education
- SSS (Study, Skills and Service) •Religious and Values Education

Year 11 and 12

All students choose at least one level of Mathematics:

- Mathematics A •Mathematics B
- Mathematics C •Pre-Vocational Mathematics (non-OP)

All students choose at least one level of English:

- English • English Communication (non-OP)

All students also study:

- QCS preparation •Health and Physical Education •Religious and Values Education

Elective Opportunities:

Year 10

- Chinese •Physical Education
- Music •Drama •Visual Art
- Dance •Business Studies •Design Technology
- Graphics

Year 11 and 12

- Biology •Chemistry •Physics •Modern History •Geography •Chinese •English Extension (Year 12 only) •Music •Music Extension (Year 12 only) •Drama •Visual Art
- Dance •Physical Education •Technology Studies
- Graphics •Business Management

Academic Extension:

The Academic Extension Program has three areas which include:

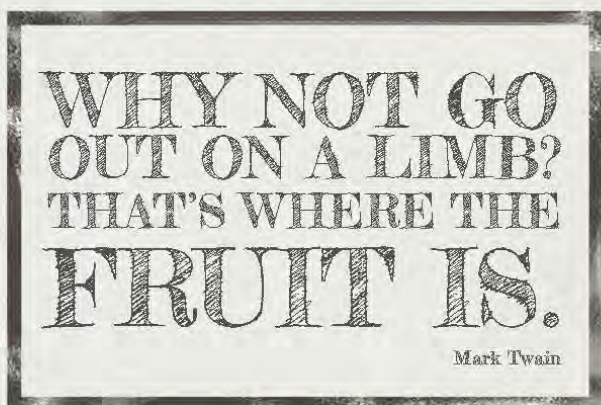
- Focused extension programs
- Flexible groupings

STUDENT CARE

It's human nature to belong. From the bonds forged on the rugby field to family ties and social networks, we often thrive when we have each other.

It's no different at our College, where students are at their best when they feel happy, safe and connected. Knowing your child is so important to us, and we will treat them as far more than another face in the crowd.

We will encourage them every step of the way – because we want them to feel part of something great.



OUR INTENT

Our students are:

Courageous and try even if they fear they might not succeed (we believe that failure is not the opposite of success; it is part of it).

Resilient and strong, even if things go amiss.

Determined and show perseverance if life gets hard.

Responsible, act with integrity and take ownership of their own behaviour.

Compassionate to others.

At their best when they believe in their own potential.

OUR COMMITMENT

- We will maintain an environment where students feel happy, safe and connected to the College.
- We will teach students age appropriate social skills which promote responsible, safe and inclusive behaviours.
- We will maintain positive relationships with students and families.

Student Care Overview

Student Care is fully integrated throughout our teaching and learning program and the culture of the College, to enhance the personal, social and academic needs of the students. We understand that both home and school work together to support students in becoming good people and citizens, and in leading healthy lives. Throughout 2018, the Student Care Leadership Team and staff have worked on an intentional and planned approach to further enhance this valued and important area of schooling.

In line with its holistic approach to education, the College attaches great importance to the social and emotional development of its students. Therefore, Student Care underpins everything that we do. The key strategy for developing healthy social and emotional skills is an effective Student Care Program. The College's approach to Student Care development is a team effort with all members of the College's community accepting responsibility for the social, emotional and spiritual development of its students.

The two key principles that underpin the Student Care Program are the right of a student to feel safe at all times and that there

isn't any matter which is so bad that it cannot be talked about with another person. On both the Primary and Secondary campuses there are nominated staff members who are there to assist all students.

The Head of Primary and the Head of Secondary oversee Student Care, ensuring procedures and programs are implemented and well communicated to all members of the community. On the Primary Campus, class teachers develop positive relationships with the students in their care and are the first point of contact for students and families. The Secondary Campus has an established form tutor structure overseen by Heads of Clan. This



structure ensures there are a number of key staff who establish strong, supportive relationships with the students in their nominated areas. Students are also encouraged to identify with a staff member they trust so that they have a person they feel comfortable approaching should the need arise. Parents who have concerns about the welfare of their child also have at least two points of contact if they need to contact the College. The College has a school psychologist who is able to provide additional support to students when required. Appointments for the psychologist are through a referral system through the Heads of Campus or parents. Secondary Campus students can self-refer. The Student Care staff committee meets fortnightly.

Programs such as the Bucket Fillers, Zones of Regulation, Bounce Back and Positive Mindset are implemented through the Primary years. As students' progress through their adolescent years, programs such as the Rite Journey, designed to support individual developmental growth as children transition from adolescence

into adulthood is undertaken. All Student Care initiatives are based upon the research based science of Positive Education; purposely teaching specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

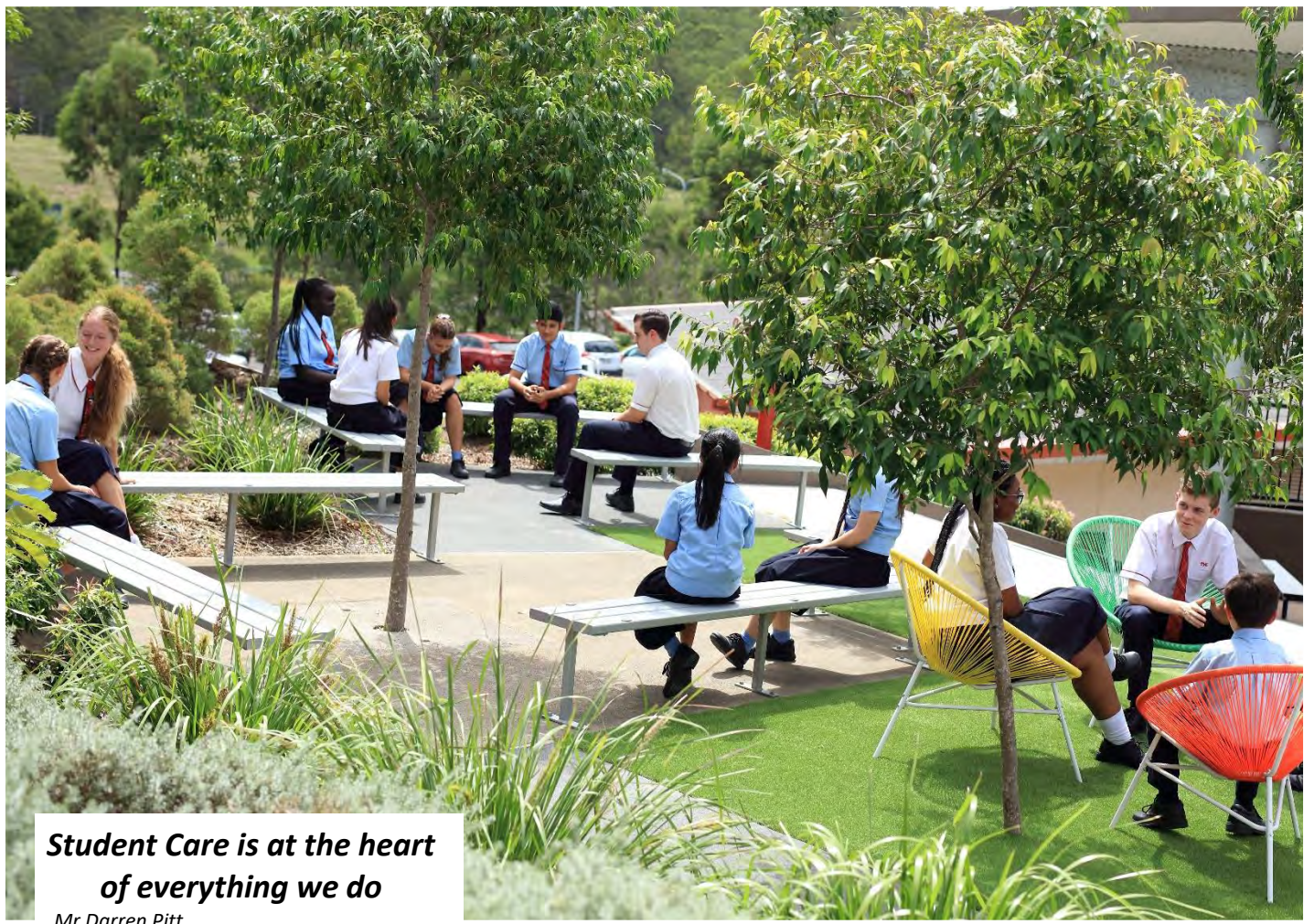
As a College, we are proactive in addressing the issues of bullying and educating our students through a variety of ways. The College has a well communicated Bullying Policy and procedures that are supported through an open-door policy, that encourages students and parents to discuss their concerns with the relevant staff. Students in Years 4 to 12 have access to an anonymous bullying reporting system (STYMIE), empowering students to identify and alert staff of bullying concerns. The anonymous reports are forwarded directly to the Heads of Campus. All students are proactively taught lessons focusing on anti-bullying and appropriate skills that aim to support all members of the community. Cyber Safety is also proactively taught through Digital



Design and Technology lessons and invited guest speakers. Special awareness days, such as the National Day Against Bullying, are undertaken annually across the College. Parents are invited to attend information sessions presented through external professionals and regular reading material relating to relevant Student Care topics are provided through the Parent Portal.

Protection for children and young people is of paramount importance in Anglican Church schools. The Springfield Anglican College has policies and procedures in place which assist us to provide a safe environment for all students and members of our school community.

All College staff undertake regular Student Protection Professional Development training sessions.



***Student Care is at the heart
of everything we do***

*Mr Darren Pitt
Principal*

2018 Student Protection Officers



Head of Primary
Tania Brewer



Head of Secondary
Richard Clark



College Psychologist
Majella Dennis



Head of Learning Enhancement
Kathy Williams



Director of Student Activities
Graham Swinton

Year 1 Kangaroo Building

2018 Queensland Architecture Awards
Educational Architecture
The Springfield Anglican College – Year 1 Classrooms
Architecture Koen



Strategies used for involving Parents in their child's education

The Springfield Anglican College actively promotes and fosters an open-door policy, where parents can communicate and meet with staff when concerns arise. All staff are required to make themselves available to meet with parents. Scheduled Parent Teacher Interviews are conducted twice a year, with formal reporting occurring three times throughout the academic year. Throughout the year, parents are also invited into the school to participate in culminating curricular activities, allowing students to display their work.

Parents are invited to attend the wide variety of performance, sporting and academic events held throughout the year and are welcome to attend the monthly Parents and Friends Association (P&F) Committee meetings.

Parents have available to them a wide range of information relating to their child's academic progress and subject area assessments

through a purposefully designed Learning Analytics program that tracks individual student progress. Parent Lounge also provides parents with additional information to assist and support parents in being aware and supporting their child's educational journey.

Parents and Friends Association

The College recognises and thanks the 2018 Parents and Friends Association Committee Members for their commitment to friend and fund raising for the College.

President: Peter Corta

Vice President: Sean Winterflood

Treasurer: Karolina Pemberton

Secretary: Natasha Widjaja

STUDENT LIFE

INTELLIGENCE
PLUS CHARACTER
THAT IS THE
GOAL
OF TRUE
EDUCATION.

Martin Luther King Jr.

OUR INTENT

We give them powerful learning experiences inside and outside of the classroom. From the joy of scoring a goal and playing the violin, to rock climbing on camp and championing a cause close to their hearts, our students have extensive opportunities to find and develop their passion.

Our Student Life Program emphasises spiritual nourishment, social justice, leadership, physical activity, creativity and global citizenship. And every student knows and understands the value of teamwork, fair play, resilience and perseverance.

OUR COMMITMENT

- We will complement the academic experience by delivering inclusive, comprehensive and high-quality activities including Creative Arts, Sports and special interest programs.
- We will offer exceptional, evidence-based and dynamic Outdoor Education, Service and Leadership experiences.
- We will provide students with opportunities to reflect and act on social justice issues of local, national and global significance.

Student Life Overview

Throughout 2018, it has been wonderful to witness how the students have continued to take advantage of the powerful learning experiences inside and outside of the classroom. Our students have had extensive opportunities to find and develop their passion in Creative Arts, Club and Activities, Service, Sport, Leadership and Outdoor Education.

We learn many of our most profound and lasting lessons in co-curricular activities, where we can learn life lessons such as how to win with grace and lose with dignity, and where we have opportunities to work productively with others and be part of a team. Each of these events are profound learning opportunities and assist young people to build resilience and shape their characters.

At TSAC we are committed to providing powerful learning experiences inside and outside of the classroom and to providing opportunities for every student to be at their best. For some students, they are at their best in their co-curricular undertakings – and we encourage, value and celebrate their contributions.

Creative Arts

Creative Arts is a vibrant and active department within the College and the wider community. Creative Arts incorporates the disciplines of Music, Drama, Dance and Visual Arts. All staff within these subject areas are highly-qualified and experienced educators who regularly participate in professional development within their respective fields.

Involvement in the Creative Arts helps students to develop critical thinking and develop personal attributes including commitment, self-discipline, teamwork and confidence.



The College offers many opportunities for students of all ages to be involved in the Creative Arts. Students can participate in a variety of bands, choirs, string ensembles and dance troupes. Group lessons for instruments in our co-curricular groups are provided as part of the tuition fee. Private individual tuition is also available on a user pays basis for guitar, singing, piano and a wide variety of wind, percussion and string instruments.

Primary Campus

Junior Recorder Ensemble
Beginner Concert Band
Junior Concert Band
Junior Stage Band
Primary Ukulele Ensemble
Junior Guitar Ensemble
Piccolo String Ensemble
Sculthorpe String Ensemble
Grainger String Ensemble
Junior Choir
Mezzo Forte Choir
Primary Dance Team
Primary Dance Squad
Junior Dance Troupe

Junior Dance Company
Primary Visual Art Club

Secondary Campus

Senior Art Club
Senior Dance Company
Senior Drama Troupe
Animato String Ensemble
Senior Chamber String Ensemble
Senior Drum Line
Senior Stage Band
Senior Rock Band
Symphonic Wind Ensemble
Senior Woodwind Ensemble
TSAX Ensemble
Senior Vocal Collective



Sports

The College provides sporting opportunities for all students in Year 4 through to Year 12. The College is a member of The Associated Schools (Junior TAS and the Greater Brisbane Conference) and competes throughout the year against independent schools in a range of sports and carnivals.

The College fosters a philosophy of participation for all, and values the importance of physical activity in a young person's life. Our co-curricular activities are designed to offer opportunities for skill development, sportsmanship and team spirit. All students are encouraged to participate in the wide variety of activities offered, which provide options for the casual sportsperson who just wants to take part for fun, and those elite athletes who aspire to excellence or careers in sport.

Primary Campus

- Junior TAS AFL
- Junior TAS Athletics
- Junior TAS Basketball
- Junior TAS Cricket
- Junior TAS Cross Country
- Junior TAS Football
- Junior TAS Hockey
- Junior TAS Netball
- Junior TAS Rugby
- Junior TAS Swimming
- Junior TAS Tennis
- Junior TAS Touch Football

Secondary Campus

- GBC Athletics
- GBC Basketball Boys
- GBC Basketball Girls
- GBC Cross Country
- Equestrian
- Fitness Club
- GBC Football Boys
- GBC Football Girls
- Golf Program
- Mountain Bike Club



GBC Netball Girls
TSAC Rowing Club
GBC Rugby Boys
Secondary Running Club
GBC Swimming
GBC Tennis Boys
GBC Tennis Girls
GBC Touch Football Girls
GBC Volleyball Boys
GBC Volleyball Girls

Clubs and Activities

Students are encouraged to participate in clubs, extension and support programs, as well as academic competitions. These provide opportunities for enhancing knowledge, skills, friendships and confidence.

Students are usually invited to nominate for activities such as debating, public speaking and writing events, da Vinci Decathlon and other intellectually stimulating pursuits. Participation with like-minded friends, as well as the opportunity to forge new relationships,

are a key part of these co-curricular activities.

Equally, developing skills and an appreciation of making a commitment to a group and learning are important aspects of being a member of our community.

Audio Visual Club
Bright Sparks
Cheerleading
Code Club
da Vinci Decathlon
Primary Chess Club
Primary Debating Club
Infinity Hub
Secondary Debating Club
Highland Dancing
Science Club
Senior Campus Mathematics Tutoring
Senior Campus Science Tutoring
Social Justice Group
Primary Technology Club
Secondary Technology Club

Animato String Ensemble

*3rd Place: Ipswich Eisteddfod
Gold Award: Silkstone Eisteddfod
Gold Award: Prestige Music Festival*



Student Success: Creative Arts

- Junior Concert Band – 2nd Place *Primary Band Section: Ipswich Eisteddfod*
- Junior Choir – 2nd Place *Lower Primary Choir Section: Ipswich Eisteddfod*
- Piccolo String Ensemble – Highly Commended *Primary School String Orchestra Section: Ipswich Eisteddfod*
- Grainger String Ensemble – 2nd Place *Primary School String Orchestra Section: Ipswich Eisteddfod*
- Chamber String Ensemble – 1st Place *Secondary Ensembles (less than 12 players): Ipswich Eisteddfod*
- Senior Stage Band – 2nd Place *Secondary Ensembles (less than 12 players): Ipswich Eisteddfod*
- Senior Woodwind Ensemble – 3rd Place *Secondary Ensembles (less than 12 players): Ipswich Eisteddfod*
- Animato String Ensemble – 3rd Place *Secondary String Section: Ipswich Eisteddfod*
- Symphonic Wind Ensemble – 2nd Place in the *Open Bands: Ipswich Eisteddfod*
- Junior Dance Troupe – 1st Place in the *Primary Dance Section: Ipswich Eisteddfod*
- Junior Dance Company – Highly Commended in the *Primary Dance Section: Ipswich Eisteddfod*
- Piccolo String Ensemble – Gold Award: *Silkstone Eisteddfod*
- Sculthorpe String Ensemble – Gold Award: *Silkstone Eisteddfod*
- Beginner Concert Band - Silver Award: *Silkstone Eisteddfod*
- Junior Concert Band – Gold Award: *Silkstone Eisteddfod*
- Junior Stage Band – Gold Award: *Silkstone Eisteddfod*
- Grainger String Ensemble – Gold Award: *Silkstone Eisteddfod*
- Junior Recorder Ensemble – Silver Award: *Silkstone Eisteddfod*
- Primary Brass Ensemble – Gold Award: *Silkstone Eisteddfod*
- Junior Guitar Ensemble – Silver Award: *Silkstone Eisteddfod*
- Symphonic Wind Ensemble – Silver Award: *Silkstone Eisteddfod*
- Animato String Ensemble – Gold Award: *Silkstone Eisteddfod*
- Chamber String Ensemble- Gold Award: *Silkstone Eisteddfod*

Junior Dance Troupe

1st Place: Ipswich Eisteddfod

1st Place: Brisbane Performing Arts Challenge



- Senior Rock Band – Gold Award: Silkstone Eisteddfod
- Senior Drumline – Bronze Award: Silkstone Eisteddfod
- Senior Flute Ensemble – Silver Award: Silkstone Eisteddfod
- Senior Woodwind Ensemble – Silver Award: Silkstone Eisteddfod
- Senior Vocal Collective – Silver Award: Silkstone Eisteddfod
- Junior Choir – Silver Award: Jacaranda Festival
- Mezzo-Forte Choir – Silver Award: Jacaranda Festival
- T-SAX – Gold Award: Jacaranda Festival
- Senior Woodwind Ensemble – Gold Award: Jacaranda Festival
- Piccolo String Ensemble – Gold Award: Prestige Music Festival
- Grainger String Ensemble – Gold Award: Prestige Music Festival
- Animato String Ensemble – Gold Award: Prestige Music Festival
- Junior Concert Band – Gold Award: Prestige Music Festival
- Junior and Senior Stage Band – Silver Award: Prestige Music Festival

- Beginner Concert Band – Silver Award: Prestige Music Festival
- Junior Dance Troupe – 1st Place: Brisbane Performing Arts Challenge
- Junior Dance Company – 3rd Place: Brisbane Performing Arts Challenge

Student Success: Clubs and Activities

- da Vinci Decathlon - Year 11 team 1st in Cartography and 1st in General Knowledge. Year 6 team 3rd in Mathematics.
- Debating - Teams from Year 7-9 competed in the QDU competition. All teams participated well, with the Year 8 team making the final.
- Primary Debating – TSAC coordinated the Springfield Schools competition, with Year 5 and 6 teams from TSAC, St Peters, Springfield Central and Good Shephard.



JTAS Swimming Team

Created College history by winning the Red Division at the Junior TAS Swimming Championships for the first ever time.

Student Success: Sports

- The College won 8 Greater Brisbane Premierships and 1 Queensland Schools Volleyball Premiership.
- 53 students experienced success at either Regional, State or National level, with 23 students competing at State Level and 8 students competing at National Level.
- The Junior TAS Swimming Team created College history by winning the Red Division at the Junior TAS Swimming Championships for the first ever time, with the team's success led by the girls, who won all their age group trophies, as well as the Overall Girls trophy. The team earned promotion into the Blue Division for the first time for the 2019 Championships.
- TSAC finished runners up in the GBC competition for Terms 1 and 3.
- The Girls Football teams made College history, with all three teams remaining undefeated in securing a GBC Premiership, resulting in TSAC being crowned overall GBC Girls Football Champions for the third consecutive year.
- The Firsts Girls Volleyball team had a successful season winning the GBC Premiership after finishing in fourth place in the Queensland Schools Volleyball Championships.
- The College had success in Swimming, Cross Country and Athletics, finishing in third place overall at all three GBC Carnivals
- In Swimming, the Girls Swimming team performed exceptionally well, finishing in first place overall, with Mollie O'Callaghan, Caitlin Rowe, Georgie Heapy and Sophie O'Callaghan being awarded the Age Champion Medal for their respective Age Groups.
- In Cross Country, Grace Burow secured first place in the 16 Years Girls race helping ensure the girls finished runners up overall.
- In Athletics, the Girls finished runners up and won the Percentage trophy at the GBC Athletics Championships for the second consecutive year. Laylani Va'ai broke the 15 Years Discus record with a distance of 39.01m and equalled the Shot Putt record with a throw of 11.92m, whilst Dakota-Farrell Thomas, Grace Burow and Stephanie Gebert were awarded the Age Champion medal for their respective age divisions.

First Boys Volleyball

Gold Medal at the Queensland Schools Volleyball Championships for the second consecutive year.



- The TSAC Navy Blue Basketball team completed an undefeated Junior TAS season for the second consecutive year.
- The year was also highlighted by the success of teams in other competitions. The Firsts Boys Volleyball team won a Gold Medal at the Queensland Schools Volleyball Championships for the second consecutive year, and the Intermediate Boys narrowly missed out on a bronze medal. The Junior Girls Football team qualified for the quarter finals stage of the ISSA Cup, after securing the GBC Premiership for the third consecutive year, in an undefeated season.
- Hana Lingo won two gold medals at the National Schools Swimming Championships in the 50m and 100m Breaststroke. This is the second consecutive year that she has been National Champion in these events.
- Mollie O'Callaghan won two gold medals at the Australian Age Swimming Championships in the 100m and 200m backstroke, before going on to compete at the Commonwealth Games trails, where she finished in sixth place in the 50m backstroke.
- In Golf, Aspen Sugars was selected for the Queensland Golf team to compete at the Australian Junior Golf Championships and Louis Dobbelaar won the Queensland Men's Amateur Open Golf Championships.
- The sport of Futsal saw Daniel Nguyen selected in the Australian team for the third consecutive year.
- In Athletics, Stephanie Gebert competed in the Australian Schools Athletics Championships in the 400m and Laylani Vai'ai placed fourth in the girls' discus at the Australian Junior Championships.
- Jade Hennessy starred in cycling, winning four medals, one silver and three bronze, at the Queensland State Road Cycling Championships.
- Kalista-Jayne Shiner was selected as Captain of the 15 Years Girls Met West AFL team, before then being selected in the Queensland team to compete at the National AFL Championships.



**RAISON
D'ETRE**
OUR REASON FOR BEING

We stand for success and excellence.

We value understanding, not just knowledge.

We insist on high standards and have high expectations.

We believe in the power of the human spirit to serve and connect communities.

We value mutual respect, courage and diversity.

We honour our traditional Anglican values.

We are proud of who we are.

We are The Springfield Anglican College.

**The Executive Leadership Team
Qualifications**

Mr Darren Pitt, Principal
B.A.(Hons), PGCE, M.Ed.

Mrs Tania Brewer, Head of Primary
Dip.Ed.(Prim.), B.Ed., M.Ed.St., Dip.Prof.Couns.,
G.C.App.Ling., Grad.Dip.RAVE., M.A.C.E.

Mrs Wendy Jurss, Director of Teaching and Learning
M.L.I.(LS), B.A.(MUS.), A.Mus.A., Grad.Dip.Ed.

Mr Richard Clark, Head of Secondary
B.Soc.Sc(Hons.), P.G.C.E.(Sec.Hist.)

Mr Andrew Holmes, Director of Co-Curricular Engagement
B.Sc.(Hons.), PE.Maths, P.G.C.E.(Sec.PE.Maths.)

Mrs Jackie McComb, Business Manager
BCom. CPA.

Mrs Remy Bamford, Director of Communications
B.Bus, Dip. PR

**The College Council
Qualifications**

Dr Barry Kelly – Chairman of Council
B Com.(Qld), HonD.Bus.(Qld), F.A.I.C.D., F.A.I.M,
C.P.A, J.P.(Qual)

Mrs Ngaire Tagney
B.Ed, Grad.Dip.Ed.(Literacy)

Dr Bryan Dubbeldam
B.D.Sc, M.B.A. (H.Serv.Mgt), M.A.D.A.

Ms Jane Crombie
BHMS, Grad Dip T, GAICD, Dip Fin Plan, J.P. (Qual)

**Highest Qualifications
of teachers and school leaders**

Doctorate	1
Masters	14
Other Postgrad (4 yr trained)	29
Bachelor Degree	42
Diploma	1
Certificate	Nil

This is Mrs Crosby

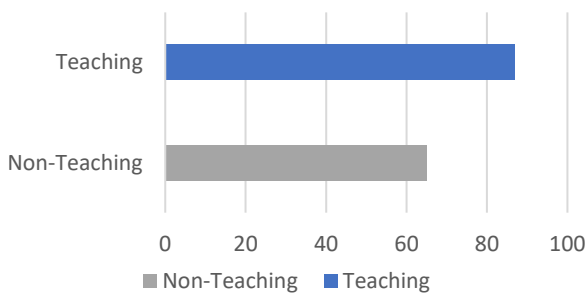
TEACHER OF ENGLISH, HUMANITIES AND PHILOSOPHICAL INQUIRY.

“ I want my students to know the value of integrity, the skill of critical thinking, and to have an understanding of the importance of being part of something bigger than ourselves. To me, it is a privilege to be a teacher. It is my chance to give back. ”

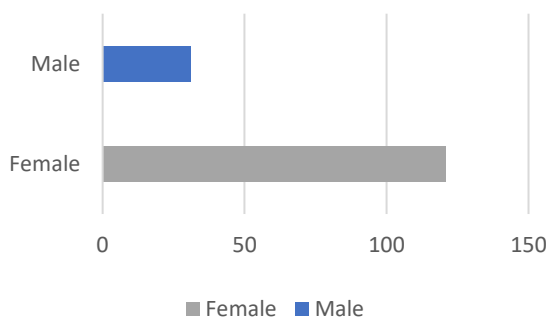
We don't just impart a curriculum. We educate, inspire and enable students to grow up to be adults who contribute positively to our society.

Staffing Composition

Number of Staff



Staff Gender



Indigenous Staff: 0.5%

STAFF ATTENDANCE 83.77%

Based on unplanned absences of sick and emergent leave for periods of up to five days.

PROPORTION OF TEACHING STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR 83.9%



■ Retained

A young boy with dark hair, wearing a light blue short-sleeved shirt and a red plaid tie, is laughing heartily with his eyes closed. He is wearing a school uniform with 'TSAC' embroidered on the left chest pocket. The background is a plain, light-colored wall.

**YOU
WANT
WHAT
IS BEST
FOR
YOUR
CHILD,
*AND SO DO WE.***

We believe in their limitless potential and will lead them on a journey of growth and discovery.

Every day we support their dreams, champion their enterprise and celebrate their success.

Our students are compassionate and confident people, ready to shape the future.

It's not something that happens tomorrow. It's something we can invent today.

Professional Development

The teaching staff participated in a range of seminars, conferences and workshops throughout 2018. Teachers are required to model effective learning, identify their own learning needs and analyse, evaluate and expand their professional development learning, both collegially and individually to meet their Queensland College of Teachers registration requirements.

Expenditure on Professional Development (Teaching)

\$124,535.92.

Educator Impact

All teachers in 2018 participated in the Educator Impact review process.

Educator Impact is a professional development program that uses 360-degree feedback and goal setting to help teachers improve.

The process allows teaching staff to measure their actual impact against their perceived ideas and creates tailored professional

development targets. Staff start by completing their own self-assessment, this is then compared against evidence collected in a 360 feedback from students, peers and line managers. An individualised report is published that highlights areas where there is a differentiation between the self-assessment and feedback.

Staff then set individualised evidence-based development goals. These goals are linked to Professional Development Plans from a curated library of resources. Staff set progress levels so they move towards their final goal in calculated steps. The process is repeated annually so improvement can be measured against data collected.



STUDENT ATTENDANCE

Average Student Attendance

Prep	96.66%
Year 1	94.51%
Year 2	94.40%
Year 3	94.25%
Year 4	93.30%
Year 5	95.18%
Year 6	94.01%
Year 7	94.64%
Year 8	94.54%
Year 9	94.09%
Year 10	92.46%
Year 11	90.30%
Year 12	91.64%

Total School Attendance

93.54%

NON-ATTENDANCE

All absences are accounted for through electronic roll marking. Parents are contacted by SMS for any unexplained absences.

Parents are asked to notify the College of the student's absence, the reason, and expected time on the first day of the absence. This can be done by leaving a detailed message on the College absentee line or by sending an email to the College.

It is expected that families will take holidays within designated College breaks, so that learning in term time will not be disrupted.

Due to Government regulations any planned absence longer than ten consecutive days will need the parents to complete the appropriate paperwork to seek permission from the Principal.

Permission is not granted automatically, as consideration is given to each case on its merit.



Late Arrival

Students who arrive late to College need to report immediately to Reception to sign in.

Leaving the College Grounds

No student will leave the College grounds during the day without permission from a member of the College administration. When a student has to leave the College grounds during a day, a note specifying the request is required from a parent/guardian. Students must be signed out at Reception and collected by a parent of designated carer.

Illness

Students who are unwell will be sent to the supervised sick bay. Should it be determined that the student is not well enough to return to class within a short time, parents will be contacted and requested to collect their child from the College.

Assessments and Exams

Secondary Students who are absent on the due date must have their assignment delivered to College. Where this is not possible the teacher must be contacted so alternative arrangements can be made and a medical certificate must be provided for the day of absence.

Students absent for an exam should contact their teacher prior to the commencement of the examination and expect to sit tests on their return to school. Arrangements and conditions will be at the discretion of the Director of Teaching and Learning in consultation with the teacher.

Families planning extended absences during term time should email or write to the Principal advising of the nature and length of absence and seeking permission for the student to be absent for that period of time.

Planned absences should be communicated at least one month in advance so that teachers can make necessary arrangements, particularly in relation to assessment.

This is
Alexis

This is
Logan



Alexis has records to break at the Olympics in the pool. She has that determination.

Logan plans on becoming a biomedical engineer. He likes to solve problems.

As young people grow, their interests peak and start to take focus. We understand that, and our students are given the opportunity to harness their passions and realise their dreams.

A future Olympian needs focus, a strong body and a strong mind.

An engineer needs access to technology and an analytical mind.

We've got them covered.

NAPLAN DATA

Benchmark data for 2018

Average Mean Scores

Reading

Average	National	State	School
Year 3	433.8	429.7	484.69
Year 5	509.3	506.1	533.66
Year 7	542.2	537.5	567.51
Year 9	584.1	577.8	597.04

Writing

Average	National	State	School
Year 3	407.1	404.0	442.77
Year 5	464.7	455.0	485.97
Year 7	505.3	493.9	536.93
Year 9	542.4	527.6	575.45

Spelling

Average	National	State	School
Year 3	417.6	411.0	447.24
Year 5	502.4	496.7	518.56
Year 7	545.4	541.9	584.34
Year 9	583.4	580.1	603.99

Grammar and Punctuation

Average	National	State	School
Year 3	431.8	429.7	486.25
Year 5	503.8	501.1	528.45
Year 7	544.4	542.2	579.89
Year 9	580.5	579.7	608.10

Numeracy

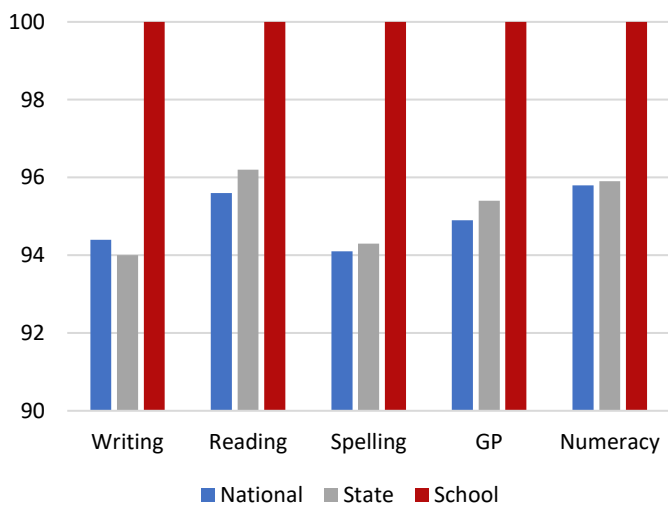
Average	National	State	School
Year 3	407.7	399.2	440.24
Year 5	494.0	487.6	516.72
Year 7	548.4	541.7	597.75
Year 9	595.7	588.4	597.04



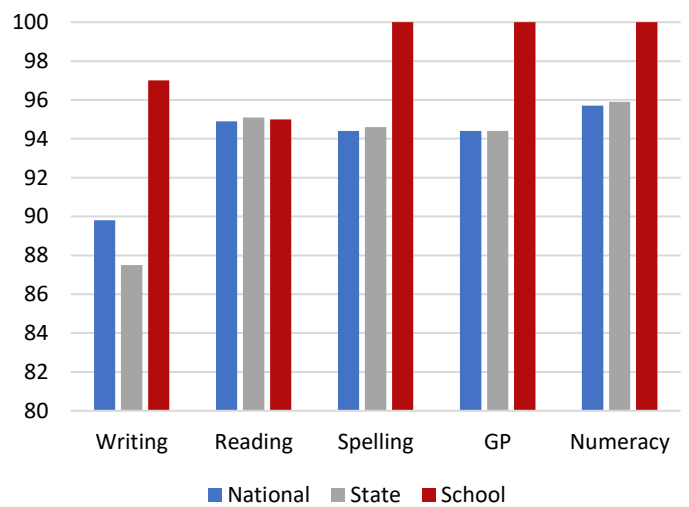
**The Banksia
Year 7 Precinct Opening**

7 August 2018

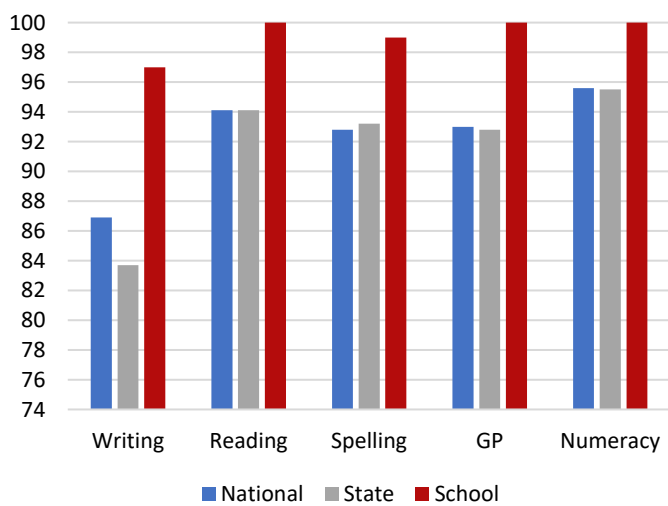
Year 3 % at or above National Mean Score



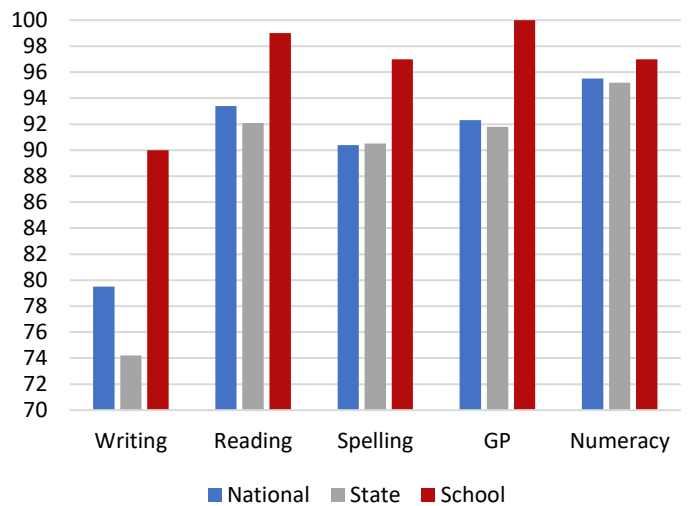
Year 5 % at or above National Mean Score



Year 7 % at or above National Mean Score



Year 9 % at or above National Mean Score



2018 Year 12 Cohort

OP 1-15 96.2% (State Average 83%)



Number of students awarded a:

Senior Education Profile	57
Queensland Certificate of Individual Achievement	0
Queensland Certificate of Education at the end of Year 12	56
International Baccalaureate Diploma (IBD)	0

Number of students:

Who received an Overall Position (OP)	27
Awarded one or more Vocational Education and Training (VET) qualifications	47
Completing or completed a School-based Apprenticeship or Traineeship (SAT)	18

Percentage of:

OP/IBD students who received an OP 1-15 or an IBD	96.2%
Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98.2%
Queensland Tertiary Admissions Centre applications receiving a tertiary offer	97.7%

Apparent Retention Rate

Year 10 to Year 12	82%
--------------------	-----

Next Step

2019 Post-School Destinations

The Springfield Anglican College



This is a summary of the post-school destinations of students from The Springfield Anglican College who completed Year 12 and gained a Senior Statement in 2018. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2019.



86.0% response rate

49 out of 57 Year 12 completers from this school responded to the 2019 survey. Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2019, 85.7% of Year 12 completers from The Springfield Anglican College were engaged in education, training or employment in the year after they completed school.



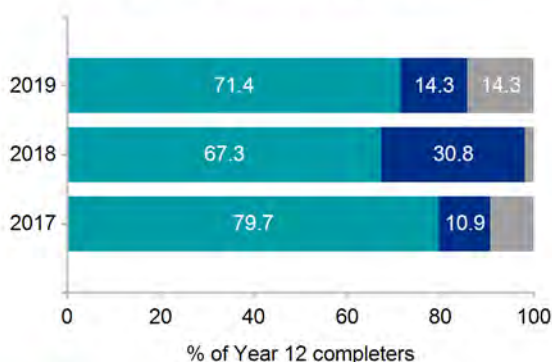
Of the 49 respondents, 71.4% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 14.3% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ In education or training
■ In employment
■ Not in education, training or employment

Main Destination in 2019

