



**Their Future.**  
Kindergarten  
to Year12

# 2021 Annual Report

BASED ON 2020 INFORMATION



## From the Principal

MR STEVEN MORRIS

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Many described 2020 as “a year like no other.” It began with fire-fuelled orange skies over Australia followed closely by the preparation for COVID to hit our shores. History could not prepare us for the ensuing events we were to witness: the sheer devastation created by uncontrollable bush fire storms, a pandemic, lock down, shut down, border closures, economic crisis, an international human rights movement, global recession, incredible hail the size of base balls and the ongoing effects of our changing climatic conditions. Understanding these ongoing problems is particularly confronting for the young. Developing solutions is incredibly difficult, but the one thing we know is that children and young people world-wide, irrespective of race, religion, or quality of life, all deserve the opportunity to be educated and attend school whenever and wherever they can.



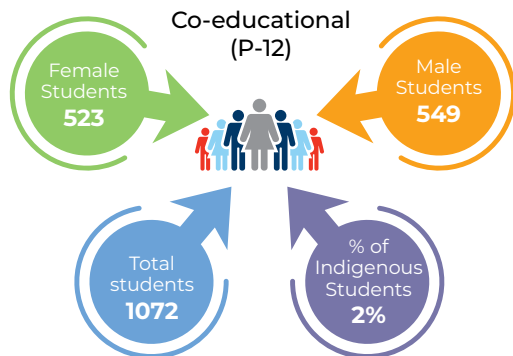


## Students

School Sector - Independent

Year levels offered: Kindergarten to Year 12

### CHARACTERISTICS OF THE STUDENT BODY



### SCHOOL ATTENDANCE

AVERAGE STUDENT ATTENDANCE: 93.7%

#### Year Level Attendance

P	1	2	3	4	5	6	7	8	9	10	11	12
94.6%	93.8%	94.5%	92.7%	94.4%	93.9%	94.2%	94.2%	93.8%	92.8%	94.3%	93.4%	91.6%

### 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. Planned absence longer than ten consecutive days require 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.

### NAPLAN

In 2020, Educations Ministers decided that NAPLAN testing would not proceed due to the COVID-19 pandemic.

# Staff

**PRINCIPAL:**

**Term 1: Mrs Wendy Ashley-Cooper,**

BA, Grad CE, BA (Sp Hons), B. Ed, M Ed (Ed Admin)

**Term 2 to 4: Mr Steven Morris,**

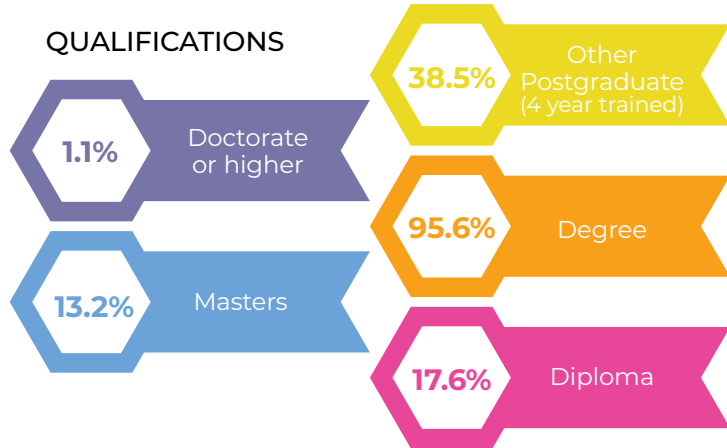
BMus, GradDipEd, MMusSc, MAppSc, MEd, GAICD, MACEL, FIML

**CHAIR OF COUNCIL:**

**Mr Tim Reid,**

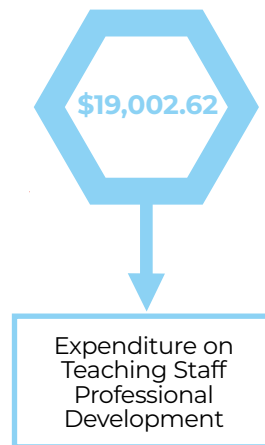
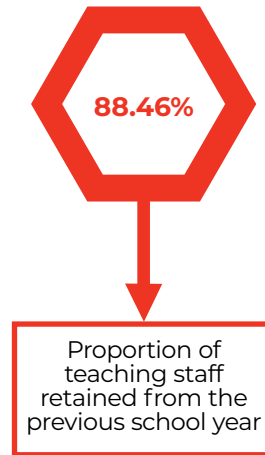
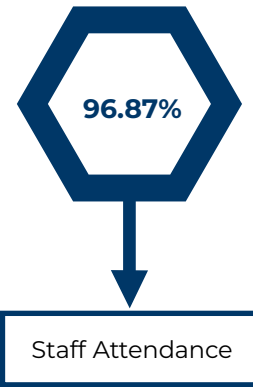
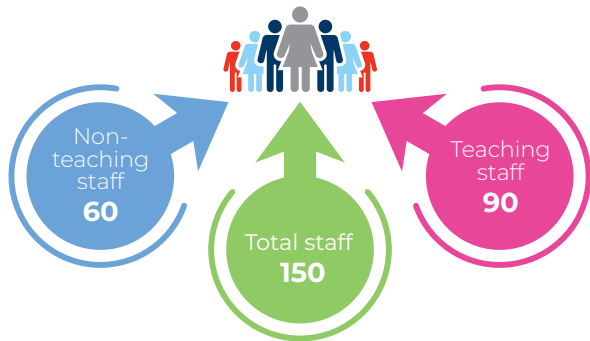
B.Com LL.B, Grad Cert, Management

**QUALIFICATIONS**



\*% of classroom teachers and school leaders who hold this qualification

**STAFF COMPOSITION**

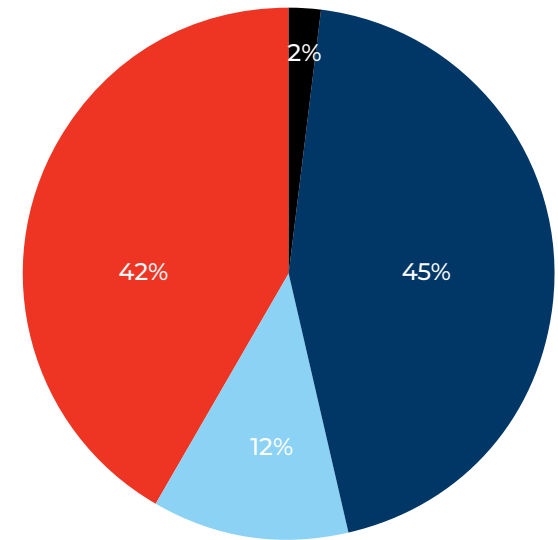




## Finances

This pie chart summarises the 2019 total gross income of The Springfield Anglican College

- Australian government recurrent funding
- State / territory government recurring funding
- Fees, charges and parent contributions
- Other private sources



Total gross income excluding income from government capital grants.

School Income: Further details can be found on the My School Website [myschool.edu.au/school/40961/finances](https://myschool.edu.au/school/40961/finances)



## Satisfaction

PARENT SATISFACTION 2019

**81%**

STAFF SATISFACTION 2019

**75%**

STUDENT SATISFACTION 2019

**72%**

# Students

## Distinctive Curriculum Offerings



### THE TINY TARTAN KINDERGARTEN

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 welfare.

Students are provided the opportunity to participate in the following taught by a College Specialist Teacher:

- Mandarin Chinese
- Music
- Perceptual Motor Program
- Library



### PRIMARY

Through an authentic, innovative and challenging curriculum, students are provided valuable learning opportunities to become creative, clever and critical thinkers. From Prep through to Year 6 and beyond, students are supported in the continued development of their creativity, enthusiasm and love of learning.

- 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 (Band or String Instrument)

# Students

## Distinctive Curriculum Offerings

### SECONDARY

The Secondary School aims to provide all students with a supportive and encouraging environment, conducive to learning and to personal growth and development. The College offers modern learning technologies and enrichment opportunities to promote a truly holistic approach to student development, underpinned with clear Christian values.

#### 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

##### Year 10

- Mathematics or Advanced Mathematics
- English
- 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:

- General Mathematics
- Mathematics Methods
- Specialist Mathematics (BSDE)
- Essential Mathematics (Applied Syllabus)

All students choose at least one level of English:

- General English
- Literature
- English as Additional Language or Dialect (EALD)
- Essential English (Applied Syllabus)

All students also study:

- Study Skills
- Health and Physical Education
- Religious and Values Education







## Students

### Distinctive Curriculum Offerings

#### SECONDARY

##### **ELECTIVE AND EXTENSION OPPORTUNITIES**

##### **Year 7 and Year 8**

- Mathematics
- Engineering
- Graphic and Interior Design
- Film, TV and New Media
- Psychology
- Digital Solutions Extension
- Music Extension
- Physical Education Extension
- Business Extension
- Enterprise Extension

##### **Year 10**

- Chinese
- Physical Education
- Music
- Drama
- Visual Art
- Dance
- Business
- Design
- Digital Solutions
- Biology
- Chemistry
- Physics
- Modern History
- Geography
- Industrial Technology Skills

##### **Year 9**

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

##### **Year 11 and Year 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
- Industrial Technology Skills
- Design
- Sport and Recreation
- Business
- Digital Solutions

# Students



## Clubs and Activities

### PRIMARY CAMPUS

- Primary Chess Club
- Primary Maths Extension
- LEGO Masters

### SECONDARY CAMPUS

- Esports
- Creative Writing Club
- Book Club
- Great Books Program

### PRIMARY AND SECONDARY CAMPUS

- da Vinci Decathlon
- Opti-MINDS
- Debating
- Infinity Hub
- Science Club
- Technology Club

## Creative Arts

### PRIMARY CAMPUS

- Beginner Concert Band
- Junior Concert Band
- Junior Guitar Ensemble
- Junior Ukulele Ensemble
- Grainger String Ensemble
- Piccolo String Ensemble
- Sculthorpe String Ensemble
- Junior Choir
- Junior Dance Team
- Junior Dance Troupe
- Junior Dance Squad
- Junior Dance Company
- Primary Drama Club
- Primary Visual Arts Club
- Dynamite Dance
- Junior Boys Crew

### SECONDARY CAMPUS

- Senior Visual Art Club
- Senior Dance Company
- Senior Dance Troupe
- Senior Drama Troupe
- Animato String Ensemble
- Senior Drumline
- Senior Rock Band
- Senior Stage Band
- Symphonic Wind Ensemble
- Senior Woodwind Ensemble
- Senior Vocal Collective
- TSAC Chorale
- Cirque du TSAC
- Media Club
- Classical Guitar Ensemble

## Sports

### PRIMARY CAMPUS

- GBC Primary Athletics
- GBC Primary Basketball
- GBC Primary Cricket
- GBC Primary Cross Country
- GBC Primary Football
- GBC Primary Hockey
- GBC Primary Swimming
- GBC Primary Equestrian
- Junior TAS Swimming
- Junior TAS Cricket
- Junior TAS Hockey

### SECONDARY CAMPUS

- GBC Basketball
- GBC Cricket Boys
- Equestrian
- Fitness Club
- GBC Football
- Mountain Bike Club
- GBC Swimming
- GBC Tennis Girls
- GBC Touch Football Girls
- GBC Volleyball

*\*Term 2 Sport was cancelled due to the COVID-19 Pandemic*

*At the conclusion of Term 1 Sports, The Springfield Anglican College Primary students moved from the Junior The Associated Schools (JTAS) to the Greater Brisbane Conference (GBC) Primary competition.*

# Students

## STUDENT CARE

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 for students to thrive they need to feel a sense of connection and purpose.

The two key principles that underpin the Student Care Program are:

- the right of all student to feel safe at all times and
- that there isn't any matter which is so bad that it cannot be improved by asking for help

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. The College has a school psychologist who is able to provide additional support to students when required.

## PROGRAMS AND POLICIES

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. These are transparent and easily accessible on all our communication tools and are reviewed annually to ensure full compliance.

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 skill 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.





## Community

### STRATEGIES FOR PARENT INVOLVEMENT

The Springfield Anglican College actively promotes and fosters an open-door policy, where parents can communicate and meet with staff when concerns arise and scheduled Parent Teacher Interviews are conducted twice a year, with formal reporting occurring two times throughout the academic year.

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.

#### **Fundraising**

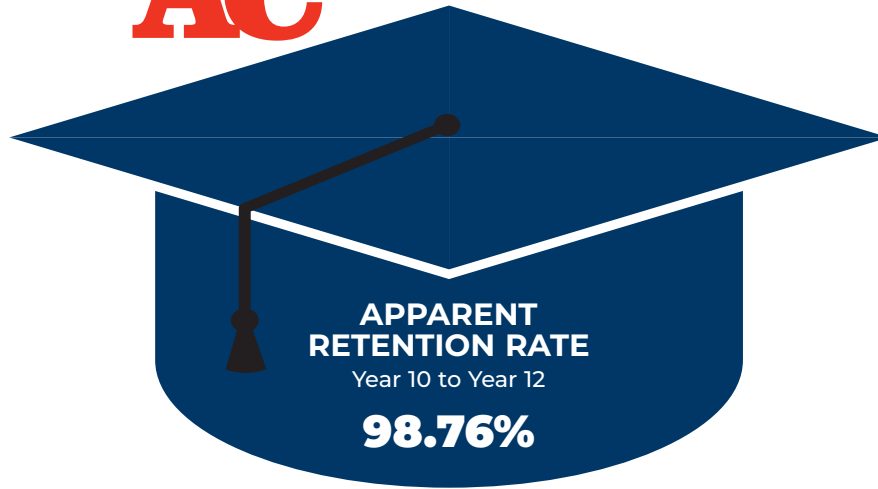
Canteen Australia \$2,005

Children's Hospital Foundation  
\$962.34

Rosie's Youth Mission \$164.95

Queensland Government  
Rural Fire \$310.15

# TSAC Graduates



## ATAR



*\*In relation to the discrepancy between the Queensland Certificate of Education (QCE) and Senior Education Profile (SEP), during the COVID impacted year, a number of students who were involved in school-based traineeships (studying Certificate III) were unable to find the opportunity to complete the requisite training hours due to lockdown, shutdown and business reviewing their staffing requirements and therefore, were not awarded the points towards their QCE. A few students who failed their final examinations did not receive an overall pass for the subject, inhibiting them from attaining their QCE, and some students who across the two years of Senior failed too many units of work to receive their mandated 20 QCE points.*

## NUMBER OF STUDENTS AWARDED A VET QUALIFICATION:



**80\***

Number of students who received a Senior Education profile (SEP)

**70\***

Number of students awarded a Queensland Certificate of Education (QCE)

**10**

Number of students awarded a Senior Statement only

**75**

Number of students awarded one or more VET qualifications

**17**

Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)

# Next Step 2021 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 2020. 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](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2021.



### 67.5% response rate

54 out of 80 Year 12 completers from this school responded to the 2021 survey. *Results may not be representative of all Year 12 completers at this school.*

### Post-school destinations



In 2021, 98.1% of Year 12 completers from The Springfield Anglican College were engaged in education, training or employment in the year after they completed school.



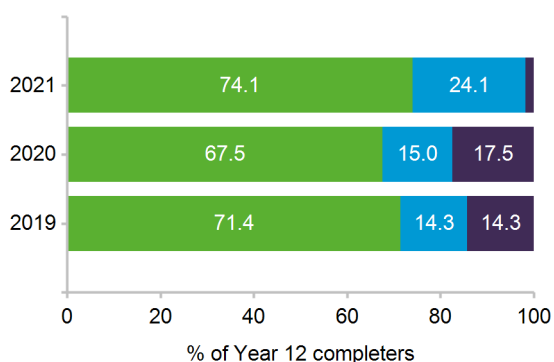
Of the 54 respondents, 74.1% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 24.1% transitioned directly into paid employment and no further study.

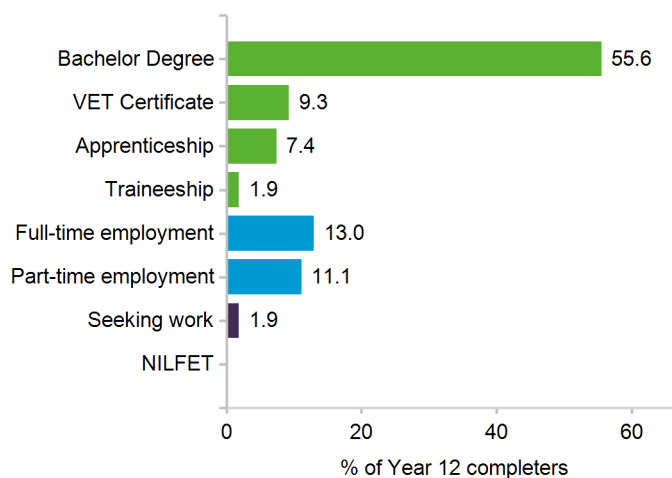
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ Education or training  
■ Employment only  
■ Not in education, employment or training

Main Destination in 2021



**The Tiny Tartan Kindergarten**

Springfield College Drive, Springfield QLD 4300

**The Springfield Anglican College – Primary Campus**

Springfield College Drive, Springfield QLD 4300

P: 07 3818 5777 E: [info@tsac.qld.edu.au](mailto:info@tsac.qld.edu.au)

**The Springfield Anglican College – Secondary Campus**

Springfield Greenbank Arterial, Springfield QLD 4300

P: 07 3814 8100 E: [info@tsac.qld.edu.au](mailto:info@tsac.qld.edu.au)

FSAC Ltd t/a The Springfield Anglican College  
– CRICOS Registration Number 03658M



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