

Secondary School

PROSPECTUS

KURRAJONG
Centre for Senior Learning



The
**Springfield
Anglican**
College

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Welcome from the Principal

MR STEVEN MORRIS

Discover the rich tradition of excellence at The Springfield Anglican College. Our Secondary Campus is home to a team of passionate and skilled educators, along with dedicated support staff committed to fostering a thriving learning environment. Together, the College supports and nurtures students to achieve their personal potential.

The College remains a preferred school for families living in the Greater Springfield area. Known for its comprehensive and well-rounded approach to education, The Springfield Anglican College embraces a holistic philosophy that goes beyond academics. Rooted in Christian values, including Faith, Honour, and Service, our College encourages diversity, acceptance, and the pursuit of excellence across moral, intellectual, physical, social, and cultural dimensions of life.

At the heart of our educational philosophy is the belief that personal development flourishes within a united community. The partnership between students, parents, and staff creates a supportive network that nurtures strong relationships and a sense of connectedness. Recognising the importance of human connections, we value and encourage parent involvement in your child's learning and development.

The Springfield Anglican College recognises the significance of maintaining a balance between a small, intimate community where each student is well-known and a larger College that offers diverse opportunities to cater to individual interests and abilities. With two separate yet interconnected campuses, The Springfield Anglican College is a wholesome and nurturing school that fosters growth in every aspect.

Committed to upholding our founding vision, to educate the next generation to the highest standards, The Springfield Anglican College remains unwavering in delivering uninterrupted, high-quality education. We invite you to explore the educational opportunities we offer to enrich and elevate your child's educational journey.



Teaching and Learning

Our foremost focus is to provide students with diverse pathways and opportunities for academic success. Our curriculum is tailored to be relevant and engaging, complemented by support and enrichment programs aimed at fostering student achievement.

Central to our philosophy is the cultivation of critical skills essential for success in both the community and the workforce. Leveraging technology, our dedicated staff empower students to become creative, communicative, collaborative, self-directed, reflective, and critical thinkers. Our curriculum offers flexibility to accommodate both academic pursuits and vocational aspirations, striking a balance between traditional subjects and key employability skill development.

In Years 7 to 9, our programs integrate with the Australian Curriculum, allowing students to authentically engage with their education as well as explore their personal strengths through elective subjects. This personalised approach sets the stage for students to tailor their learning experience as they progress.

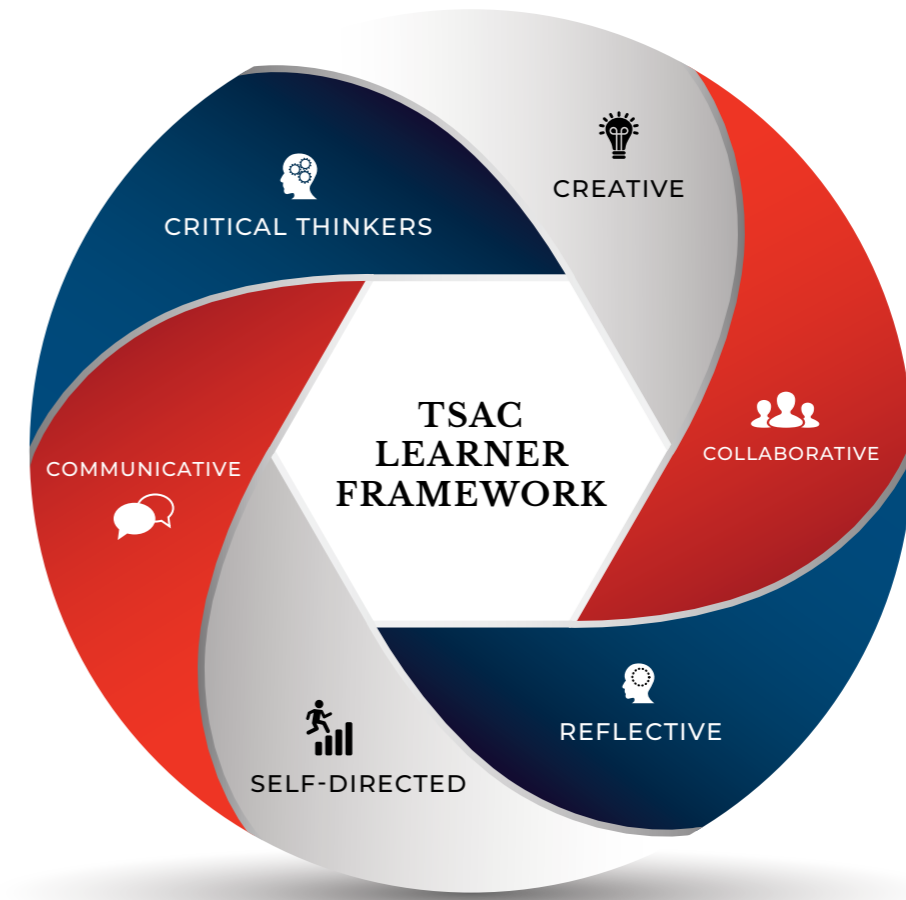
In Years 10 to 12, our programs enable students to deepen and refine their skills and apply them in more complex scenarios, preparing them effectively for life beyond school. Embracing the pursuit of lifelong learning, we provide comprehensive career guidance alongside academic support, empowering students to make informed decisions about their future pathways, including the pursuit of an Australian Tertiary Admissions Rank (ATAR).

Students from Year 10 may undertake vocational courses ranging from Certificate I to Diploma levels, with opportunities to undertake university subjects during their senior years.



Marzano's New Art and Science of Teaching Framework

FEEDBACK	CONTENT	CONTEXT
<p>Design Question 1 How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression?</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Design Question 2 How will I design and administer assessment that help students understand how their test scores and grades are related to their status on the progression of knowledge they are expected to master?</p> <ol style="list-style-type: none"> 4. Informal assessments of the whole class 5. Formal assessment of individual students 	<p>Design Question 3 When content is new, how will I design and deliver direct instruction lessons that help students understand which parts are important and how the parts fit together?</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Design Question 4 After content has been presented, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes?</p> <ol style="list-style-type: none"> 9. Structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Design Question 5 After content has been presented, how will I design and deliver lessons that help students generate and defend claims through knowledge application?</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Design Question 6 Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding accordingly?</p> <ol style="list-style-type: none"> 15. Previewing 16. Highlighting critical information 17. Reviewing content 18. Revising content 19. Revising knowledge 20. Reflecting on learning 21. Purposeful homework 22. Organising students to interact 	<p>Design Question 7 What engagement strategies will I use to help students pay attention, be engaged, be intrigued, and inspired?</p> <ol style="list-style-type: none"> 23. Noticing when students are not engaged and reacting 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Design Question 8 What strategies will I use to help students understand and follow rules and procedures?</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organising the physical layout of the classroom 35. Demonstrating "withitness" 36. Acknowledging adherence to rules and procedures 37. Acknowledge lack of adherence to rules and procedures <p>Design Question 9 What strategies will I use to help students feel welcome, accepted and valued?</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviours that include affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Design Question 10 What strategies will I use to help typically reluctant students feel valued and comfortable interacting with me or their peers?</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners



CRITICAL THINKERS:

- Locate, analyse, and critique information
- Explore critical questions
- Consider diverse perspectives and values
- Identify patterns and connections
- Use various types of reasoning
- Use technology to enhance critical thinking skills

CREATIVE LEARNERS:

- Seek opportunities to be entrepreneurial
- Design and solve real world problems
- Are innovative in their thinking
- Believe they can make a difference in the world
- Are solution focused
- Are confident to take risks
- Use technology to enable ideas

COLLABORATIVE LEARNERS:

- Work respectfully in teams
- Build on their own and others' strengths
- Share responsibility with others
- Communicate well across cultures and disciplines
- Use technology to facilitate collaboration

REFLECTIVE LEARNERS:

- Evaluate their own learning
- Seek and act upon feedback positively
- Consider the impact they have on others
- Refine ideas
- Set ambitious goals
- Consume technology critically

SELF-DIRECTED LEARNERS:

- Are owners of their own learning
- Create their own learning opportunities
- Actively research and investigate problems
- Strive for excellence
- Demonstrate perseverance and resilience
- Transfer knowledge and skills to a variety of contexts
- Utilise technology to assist their learning

COMMUNICATIVE LEARNERS:

- Articulate thoughts and ideas clearly using a range of modes
- Communicate effectively to different audiences
- Are open and responsive to new and diverse perspectives
- Use technology to communicate efficiently



Subjects

In line with Australian Curriculum requirements, our core subjects are designed to provide students with the fundamental knowledge and skills vital for success. It is important for students to have the opportunity to exercise choice and offer elective subjects that delve into areas of personal interest and pave the way for their future endeavours.

Mathematics Faculty

We believe that students' academic and personal achievements hinge on their cultivation of core skills. These learning experiences not only engage students in the curriculum but foster confidence, communication and collaboration skills in problem solving within STEM (Science, Technology, Engineering, Mathematics) contexts. Teachers integrate real-world contexts and concepts within the curriculum for all students.

The Mathematics curriculum has been designed to appeal to students and is delivered with a critical and collaborative approach, guided by evidence-based decision-making. We craft innovative and tailored learning environments that enable teachers to effectively support and challenge students in their mathematical pursuits.

We prioritise hands-on learning experiences and provide students with access to technology to simulate real-world scenarios, fostering open inquiry and research opportunities across various mathematical disciplines. We also facilitate connections between students and external organisations to work in teams and solve problems beyond the traditional classroom environment. Mathematics subjects are compulsory across all year levels, including the elective options in Years 11 and 12.



Science Faculty

Within the faculty are the foundational principles of Biology, Chemistry, Physics, and Earth and Environmental Science. Psychology is also offered as an elective subject.

Our programs facilitate hands-on exploration of the scientific realm, encouraging students to pursue their innate curiosity through interactive inquiry-based learning. We prioritise academic rigour to foster collaborative, analytical, self-directed, and reflective skills, empowering students to engage in informed decision-making processes.

Students discover that studies in the Sciences are dynamic, and their understanding and application build on previous learning. The challenging nature of the curriculum within these programs encourages students to be self-directed, curious, to be able to develop and solve problems, and apply their learnings effectively in real world contexts through informed, balanced, evidence-based analysis.

Science is compulsory from Years 7 to 10, laying the groundwork for elective options available in Years 11 and 12.

English and Languages Faculty

Teachers in the faculty support students to develop their skills as reflective learners and critical thinkers, with the ability to work independently and collaborate with others. Students are empowered to become articulate communicators, imaginative thinkers, and empathetic, informed citizens. The program caters to the needs of all students, striking a balance between foundational literacy skills and higher-order cognitive abilities that foster analytical and creative thinking.

In Year 7, we provide additional contact hours beyond the recommended Australian Curriculum standards to bolster students' confidence in traditional literacy skills. Additionally, we integrate technology into our curriculum to facilitate collaboration and personalised learning experiences.

In the senior years, elective courses, including English and Literature Extension, allow students to collaborate and engage with the curriculum at a level tailored to their individual capabilities.

We offer Mandarin Chinese for foreign language studies, wherein students develop reading, writing, speaking, and listening skills, supported by technological resources throughout their learning journey.

Humanities Faculty

This faculty encompasses Geography, History, Business, Civics and Citizenship, and Philosophy. Through these disciplines, students engage with local, national, and global communities to gain insights into the complexities of the world around them, while cultivating a robust foundation of understanding, skills, and values. Encouraged to think creatively, students are prompted to apply their ideas across various subjects in practical, real-world contexts.

In Year 7, students study Philosophical Inquiry and focus on cultivating thinking skills. They explore fundamental issues that shape their lives, learn to respect diverse viewpoints, engage in constructive dialogue, and critically evaluate arguments. Philosophical Inquiry nurtures students into confident, collaborative, and critical thinkers with a keen sense of moral and social responsibility.

The faculty maximises the learning experiences of all students through experiential learning and infusing critical thinking skills via a real-world curriculum. Students are equipped with competencies aligned with 21st-century skills, fostering analytical thinking and an appreciation for the interconnectedness of physical and human environments, as well as past and present events, to develop a wider perspective of the world around them.

Central to our approach is inquiry-based learning, which fosters collaboration, communication, creativity, critical thinking, reflection, and self-direction. Economic, geographical, and historical investigations serve as catalysts for authentic learning experiences, emphasising the principles of lifelong learning.

Design and Technology Faculty

Within the faculty students learn the essential skills needed to excel and lead in a dynamic and ever-changing landscape where adept problem-solving abilities are paramount for future success.

Across all subjects within the faculty, students are immersed in a rich learning environment that cultivates critical thinking, entrepreneurship, collaboration, creativity, innovation, and problem-solving skills. They gain insights into the intricate interplay between business, enterprise, and technology, tackling real-world challenges from local, national, and global perspectives.

The application of design solutions serves as a catalyst for discovery, fostering new learning experiences and innovative approaches to problem-solving. Students actively engage in the creation of practical, inventive solutions to real-world issues, leveraging data analysis to identify trends and explore sustainable solutions.

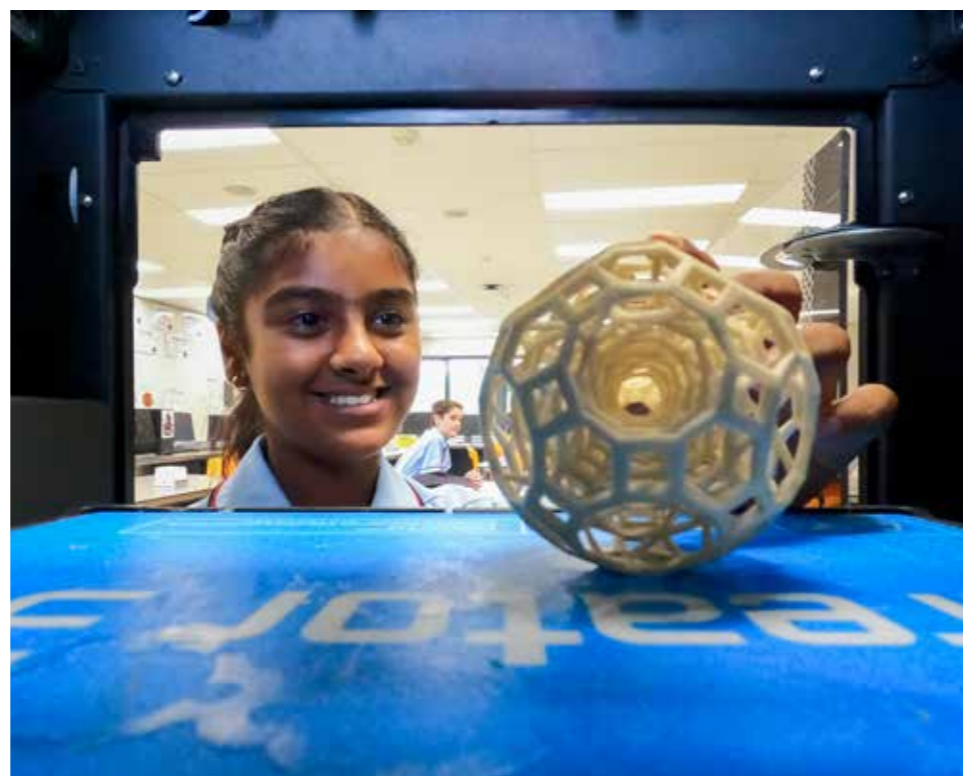
Students have the opportunity to study and examine the profound ethical and environmental impact of technology within the context of their work and within society.

Digital and Visual Media Faculty

In our rapidly evolving digital landscape, digital and visual media have emerged as pivotal fields. Students learn to seamlessly integrate elements and principles of art and design, aesthetics, and user experiences within the digital technologies' curriculum, in a holistic approach to design processes.

Similarities and connections between traditional arts and media production and digital solutions abound, as students explore design processes, problem-solving ideation, and digital literacy across various design forms, including graphic, sonic, and kinaesthetic design. Techniques such as sketching, 3D printing, modelling, and simulations serve as versatile tools to create a diverse range of works, such as sculptures, short film, web and graphic design, and film set items.

The digital technologies curriculum focuses on using digital systems (hardware and software) to devise innovative solutions. Each of the subjects within the faculty harness digital systems to create works in traditional, contemporary, and emerging forms. Students draw upon their digital skills to enhance their arts practice. For example, they might implement programs to create or manipulate patterns and algorithms, images, songs, text, speech or language, or movement sequences.



Equipped with cutting-edge technology, students expand on the skills necessary in a digital world. All students learn the language of coding and its applications across various contexts, laying the groundwork for critical thinking, collaboration, creativity, innovation, and problem-solving.

From Year 8 onwards, students can delve into elective subjects like Media Arts, which provides a foundation for Film, Television, and New Media and aligns with Digital Solutions in the Senior phase. Together with Visual Arts, these subjects form a dynamic and forward-thinking faculty, preparing students for the challenges and opportunities of the digital age.

Performing Arts Faculty

The faculty provides students with unique and crucial skills essential in today's workforce. In Years 7 and 8, all students study Drama and Music with the option to explore Dance in Year 8. Our curriculum fosters a creative approach to tasks, including collaborative problem-solving, adaptability, flexibility, and reflective expression, nurturing a clear sense of self in students.

In Years 10 to 12 (Senior), the Performing Arts Faculty provides a platform for students to either extend their proficiency in the Arts or pursue subjects for pure enjoyment. Students can study Drama, Dance and Music as well as specialise in Music Extension in Year 12.

Learning within the Performing Arts hones artistic talents and encourages the development of invaluable skills including flexibility, reflection, critical thinking, problem-solving, collaboration, creativity, and expression.

Health and Physical Education Faculty

Health and Physical Education is compulsory for all students and the curriculum is aligned with the Australian Curriculum standards, aimed at broadening students' knowledge, understanding, and skills for success in academic, social, and sporting contexts.

Each unit is designed to enhance students' confidence in their physical abilities, foster teamwork, and create a safe and enjoyable environment for students to participate and learn about healthy lifestyles.

In Years 9 and 10, students can explore elective subjects including Physical Education and Health. Physical Education empowers students to apply concepts such as biomechanics, performance analysis, skill acquisition, and training principles to enhance their performance across various sports.

Health delves into a strengths-based inquiry of determinants that influence lifelong health, learning, and active citizenship.



LEARNING ANALYTICS

The Springfield Anglican College harnesses Learning Analytics – the process of using school data, statistical analysis, and modelling – to gain insights into student performance. The College's Learning Analytics platform serves as a comprehensive educational data analysis solution, seamlessly aggregating, analysing, and disseminating academic data in real-time.

Students and parents benefit from immediate access to results as they are recorded within the platform, empowering them to monitor progress and set targets aimed at enhancing academic success.

ACADEMIC ENRICHMENT

The Springfield Anglican College adopts a holistic approach to academic extension, emphasising personal academic excellence through inquiry-based learning and the cultivation of higher-order thinking skills. Our collaborative design of the curriculum allows students opportunities to engage with complex, challenging, and open-ended problems, meaningful tasks with practical applications, and student-led projects. Students are empowered to excel academically within a dynamic learning environment.

Academic Enrichment Program includes:

1. Focussed extension programs
2. Flexible groupings
3. Differentiation of student learning
4. A skill-based approach aligned to the College's co-curricular and Student Life program

LEARNING ENHANCEMENT

We are aware that no two students learn in the same way or at the same speed. As such, we have a comprehensive Learning Enhancement program aligned with our Student Life programs, which is an extension of the core curriculum across all year levels, offering additional opportunities for students who show interest and potential in a variety of areas.



Student Care

Student Care is at the heart of everything we do at The Springfield Anglican College. We understand that students' emotional wellbeing is paramount to their academic success. Recognising the vital link between emotional and academic success, we employ a holistic approach, teaching strategies for growth mindsets, grit, and wellbeing.

Our College community thrives within a safe, inclusive environment, rooted in the values of Respect, Integrity, and Courage. Guided by our Anglican ethos, we nurture compassion, kindness, and positivity, preparing students for meaningful contributions beyond school.

As students transition to young adulthood, the significance of their decisions become more pronounced. The Head of Secondary, along with Clan Heads and form teachers, provides essential support. Positive Education principles equip students with tools for emotional and neurological understanding, resilience, mindfulness, and perspective.

Our targeted programs address academic growth, positive study habits, and adolescent challenges including social media, mental health, peer support, substance use, and stress. A highlight of Student Care program is the 'The Rite Journey', a year-long transformative program for Year 9 students that is designed to challenge and inspire personal growth and self-awareness as students develop into young adults.

Students are introduced to Positive Education and Positive Psychology skills and principles to equip them with the tools they need: to better understand their own neurological and emotional development, tackle issues with resilience, mindfulness, and perspective, increase their experience of positive emotions, engage their signature strengths for personal and community goals, and live their life with meaning and purpose.

Our dedicated teachers ensure each student is known and cared for. We value strong connections between the College and home. This collaborative approach supports students as they navigate academics, social and health challenges during their adolescent years.

CLAN SYSTEM

Central to our ability to deliver quality student care is our College Clan structure, where each student is proudly affiliated with one of our four Clans: Keith, McDuff, Robertson, and Sinclair. Within each Clan, we foster an inclusive family ethos where each person feels valued and cared. Each Clan is overseen by a Head of Clan, who develops a deep understanding of each student in their care throughout their time at the College.

In addition, students from Years 8 to 11 are placed in horizontal form groups where they spend four years with the same form group and form tutor. The form tutor serves as the primary point of contact for parents, works in tandem with the Head of Clan to forge strong connections between home and school, and ensures that each student is known, understood, and cared for.

Year 7 students initially spend more time with their core teacher in form groups as part of their transition to the Secondary Campus. However, they remain integral members of their Clan and are fully immersed in Clan activities and spirit under the attentive guidance of their Head of Clan.

Senior students are supported by our Year 12 Coordinator who plays a vital and active role. Students experience a specialised program as they progress through the final year of their academic and/or vocational journey. They also benefit from organised events that ensures that every step of their final school year is meticulously planned, productive, and memorable.

COLLEGE PSYCHOLOGIST

The Springfield Anglican College psychologist plays a vital role to ensure students thrive academically, socially, behaviourally, and emotionally. Collaborating closely with teachers, parents, and other professionals, the psychologist fosters a safe, healthy, and supportive learning environment that enhances connections between home and the College for all students.

Our College psychologist is dedicated to helping students achieve academic success, psychological wellbeing, and social and emotional growth. Their primary focus is on addressing barriers to learning, with a particular emphasis on mental health issues and learning difficulties. As such, the College psychologist is an integral part of both the Student Care and Learning Enhancement teams.

The College psychologist is available for consultations by referral from the Head of Secondary. All discussions with the psychologist are confidential, except in cases where there is a risk of harm to an individual. Information related to a student's educational progress may be shared with the Student Care or Learning Enhancement teams with consent from students or parents.

CHAPLAINCY

The College Chaplain serves as a cornerstone in nurturing the social, emotional, and spiritual wellbeing of our College community, complementing the efforts of other care professionals while fostering a Christian ethos, atmosphere, and culture within the College. Building meaningful relationships with students, staff, families, and the wider community, the Chaplain offers various forms of Student Care, including supportive conversations, structured resilience, and grief programs, and facilitating networks of support.

Our Religious and Values Education (RaVE) program provides students with opportunities to explore and deepen their understanding of the Christian faith and other world religions.

The Chaplain also provides guidance to the student-led service and social justice activities and initiatives through the Student Life program, which empower students to apply Anglican values to contemporary social justice issues.





Student Life

We believe that important learning experiences happen both in and outside of the classroom. The Springfield Anglican College has a vibrant and varied Student Life program made up of student activities and co-curricular programs which play a vital role in educating the mind, body, and spirit of our students.

CO-CURRICULAR

Co-curricular activities are invaluable in teaching students many of life's most profound and enduring lessons, such as winning with grace and losing with dignity, how to overcome adversity, and how to work productively with as a team.

Active participation in co-curricular programs can help students to develop socially, emotionally and academically as they cultivate attributes such as teamwork, self-discipline, organisational skills, resilience, and emotional intelligence.

Whichever team, ensemble, or club your child chooses to participate in, we are confident that they will receive committed coaching, tuition, encouragement, and support making their participation rewarding.

SPORTS

The College provides sporting opportunities for students of all abilities on the Secondary Campus. All students are welcome to participate in the wide variety of sports and activities offered, which provide options for the casual sports person who just wants to take part for fun, and those elite athletes who aspire to excellence or careers in sport. The program is designed to encourage skill development, sportsmanship, and team spirit.

The Springfield Anglican College is a member of the Greater Brisbane Conference (GBC) competition and competes throughout the year against



other independent schools across a range of sports and carnivals. Students play Saturday sport in an inter-school competition that uses the home and away fixture system and culminates in a Grand Final at the end of each term.

Advanced teams may have the chance to compete in elite external competitions. Talented athletes may advance through the representative Met West School Sport Program.

CREATIVE ARTS

Creative Arts is a vibrant area within the College community, encompassing Music, Drama, Dance, Visual Arts, and Media Arts. Students have many opportunities to participate in creative endeavours, including string ensembles, stage band, choir, rock band, percussion ensemble, drama troupe, dance troupes, visual art, and media clubs.

The College has an extensive concert program in which all our ensembles are showcased, including eisteddfods, College and community events.

Our Creative Arts team produces a biannual musical or theatre production which gives students in Years 7 and above the chance to perform or join the stage crew.

Instrumental Music is also available to all students during the school day. Students can take advantage of group or individual lessons which are facilitated by highly qualified professional musicians who specialise in various instruments.

CLUBS AND EXPERIENCES

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

Students are welcome to participate in competitive activities such as debating, public speaking, and academically driven competitions, such as the da Vinci Decathlon. Similarly, they can

pursue their interests in non-competitive areas such as bee keeping, STEM, eSports, robotics, and technology.

SERVICE

The Springfield Anglican College has a strong commitment to providing students with service experiences to help them understand their privileged place in the world and their ability to facilitate positive change. Our service program operates on a local, national, and global scale, and emphasises spiritual nourishment, social justice, leadership, physical activity, creativity, and global citizenship. Students encounter thought-provoking and challenging experiences, in a safe and controlled environment, which help students mature and gain perspective.





Student Leadership

Our leadership program nurtures tomorrow's leaders, leveraging each student's unique skill set.

Through our leadership program, all Secondary students are encouraged to cultivate their leadership potential by:

- recognising the diverse strengths individuals bring to leadership roles
- appreciating the varied skill sets essential for successful teamwork and projects
- reflecting on their own strengths as leaders and potential contributions to group dynamics.

The College encourages students to lead where they can, be that on the sports field, in creative arts, through academic mentorship, or community engagement. In recognising, developing, and celebrating individual abilities, we empower all students to lead in areas where they excel, fostering personal growth throughout their secondary educational journey.

In Year 9, students are regarded as leaders of the Middle School, with some students assuming formal leadership roles. These students exhibit qualities such as personal leadership skills, respect for the College community, and commitment to academic excellence. Leadership roles include College Captains, Sport Captains, Creative Arts Captains, and Service Captains, who lead assemblies and contribute to College committees. Additionally, Middle School students are encouraged to lead change through social justice and environmental projects.

To prepare students for Senior leadership positions, Year 11 students attend a leadership camp in Term 1, where they explore different leadership styles. Opportunities for formal leadership roles in Year 12 include College Captains and College Prefects. Students are able to nominate themselves for these roles which are chosen by staff and students.

Outdoor Education

The Springfield Anglican College has a strong commitment to Outdoor Education experiences and integrate camps into the school year.

These experiences form part of students' powerful learning journey and provide invaluable opportunities for students to demonstrate resourcefulness, safe risk taking, and collaboration within a team environment. Students are encouraged to step outside their comfort zones in a supportive environment to build their confidence and coping mechanisms as they foster positive relationships with their peers and teachers.

Our Outdoor Education programs are carefully tailored to suit students' ages and abilities, with the utmost

care placed on their emotional and physical safety. Led by outdoor education experts and teaching staff, these programs offer differentiated experiences, and allow students to choose the level of difficulty they are comfortable with through our 'Challenge Through Choice' option. Activities commonly include rock climbing, abseiling, mountain biking, orienteering, canoeing, and problem-solving. Students are immersed in diverse natural settings and experience camps in national parks, regional areas, island, and coastal environments.



The Tiny Tartan Kindergarten

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