



Springbank Secondary College

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2020 annual report to the community

Springbank Secondary College Number: 975

Partnership: Mitcham Plains

School principal:

Ms Wendy House

Signature

Governing council chair:

Ms Rebecca Jones

Date of endorsement:

17 May 2021



Government
of South Australia
Department for Education

Context and highlights

Springbank Secondary College is a small school in the inner southern suburbs and is a member of the Mitcham Plains Partnership. The school is a member of the Inner South Curriculum Alliance (ISCA) offering Vocational education and Training (VET) courses to students of the ten participating schools. Springbank student enrolment numbered 167 in February 2020.

Springbank Secondary College's vision states: 'We are committed to an inclusive and engaging learning environment that promotes a culture of excellence and creativity'. For the first time in many years, there were no enrolments at year 8 in the disability unit through the Special Options process due to a change in the Department for Education processes. There were, instead, places offered for year eight special class students within an inclusive setting. Teams of teachers planned and taught together to develop inclusive programs and develop their pedagogy. Staff collaboratively researched and explored inclusive education to inform the creation of a fully inclusive school. They have commenced the implementation of more inclusive practices across the school. The school retained a disability unit for eligible students in years 9-12 in 2020.

In March 2020, the Minister for Education announced a review of the school. This process extended for four months, concluding with an announcement that the school was to remain open and become a school without a zone. Although only eight enrolments existed at year 12 in 2020, the school enrolment numbers increased in total with intakes throughout the latter part of the year.

The school offered VET Certificate I to partial Certificate III in Building and Construction through Doorways to Construction with most participating students enrolling from other schools. An emerging Basketball Academy is in its second year. Several interdisciplinary programs including 'Paddock to Plate' and 'Bridges' were developed and introduced at years 8 – 10 within the Australian Curriculum.

Springbank continues to offer students opportunities to participate in a team of the Ice Factor ice hockey re-engagement program for students across all year levels.

Governing council report

The Governing Council worked collaboratively with the Principal and school community to support the school through a particularly challenging year in 2020.

The school community faced the COVID-19 global pandemic along with the global community. As the pandemic spread and restrictions affected the school and its families, Springbank College staff hunkered down, working collaboratively to create accessible online learning and ways to support students who were working from home. Governing Council acknowledges the additional efforts and achievements of staff that enabled students to continue with their learning through new and innovative ways during the pandemic.

In only its second year as Springbank Secondary College, the community faced the challenge of a Ministerial Review announced at the beginning of March. The Review process continued for more than four months before the decision to keep the school open was announced in July. Governing Council acknowledges the substantial support of the whole school community and in particular, thanks them for their submissions and contributions to the review process that led to the successful outcome and the decision to create Springbank as a school without a zone.

Governing Council acknowledges the collaborative work of staff to further explore, develop and extend inclusive education at Springbank. This was achieved through research and professional learning with support of the Purple Orange Inclusive Schools Network. Springbank has embedded inclusive practices across the classrooms at year 8 and 9, with the view to expand across all year levels by 2024.

Through interdisciplinary learning, the school continues to explore and develop teaching and learning plans across the Science, Technology, Engineering, Arts and Mathematics (STEAM) fields. In 2020, Springbank students and staff implemented the plans for the Paddock to Plate project in many learning areas, designing and constructing raised garden beds and propagating plants. A grant from Natural Resources Management supported this program. Governing Council congratulates the students on their achievements.

We are pleased to report that the school finances remain strong, enabling plans to invest in resources that improve learning opportunities and to refurbish classrooms and facilities to improve the learning environment for all students. Governing Council looks forward to the completion of the Capital Works building program that will commence in 2021. Governing Council thanks the staff of the school for their enthusiasm, hard work and dedication to ensuring the best possible outcomes for Springbank Secondary College students, to create rich learning and successes,

Quality improvement planning

Improve learner achievement in literacy across the whole school.

Target: 60% year 9 students achieve SEA in NAPLAN writing. NAPLAN was not completed in 2020 due to COVID-19; PAT data completed by all students to year 11. Teachers included literacy assessment tasks within their learning and assessment plans. The mapping process against the literacy continuum and High Order Thinking Skills identified areas for further development in understanding the literacy demands of learning areas and effective assessment. Strategic professional learning programs focusing on the literacy (writing) demands led to rigorous embedded literacy teaching and learning program across the school, supported by the engagement of a literacy consultant. English and HASS teachers participate in the Brightpath training and learning program to support teachers across learning areas. Improvement occurred in all classes involved. Another consultant was engaged on to support explicit teaching in learning areas and specific strategies to adjust to improve access to reading through various online tools providing differentiated and age-appropriate learning.

Individual progress and achievement are tracked via traffic light method. Next steps are personalised. Review of outcomes against the literacy goal caused teachers to consider shifting focus from writing to reading in all learning areas to improve comprehension and understanding of writing structure and genres. Teachers develop and strengthen the teaching of reading including reading comprehension and reading aloud in all learning areas. Target 2021 75% students achieve SEA in PAT-R.

Improve learner achievement in numeracy across the whole school.

Target: 75% year 9 students achieve SEA in NAPLAN numeracy. In 2020 NAPLAN not completed due to COVID-19. All teachers included numeracy assessment tasks within their learning and assessment plan. The review of the mapping against the numeracy continuum and then the High Order Thinking Skills identified teacher understanding of the numeracy demands of the learning area and how to assess numeracy effectively. Teachers collaborated to design interdisciplinary learning. The focus of differentiated learning supported improved numeracy achievement in Australian Curriculum. Learning design challenge implemented post-PAT and based on the analysis of the data, created mini lessons and differentiated learning (against High Order Thinking) to support identified improvements in numeracy for all students. The planned learning was implemented then reviewed and shared among peers for feedback and development. Quicksmart student progress and engagement were reviewed and it was determined to continue with the program with additional identified students in 2021. Through interdisciplinary and co-teacher teams, teachers designed a range of numeracy learning plans that supported student access to learning and achievement. All individual progress and achievement in numeracy are tracked via traffic light method. Next steps are personalised.

2021: 70% students achieve SEA in PAT-M.

Increase student achievement through interdisciplinary and inquiry-based learning embedded across the school in years 8-10. At least 30% grades in semester 1 and 2 reports are A and B grades. Co-designing interdisciplinary plans commenced early in the year and the sharing of STEAM focused interdisciplinary tasks supported improvement in and embedding of rich learning across 8-10. The emphasis on differentiating learning within the plan supported learner improvement. Years 8-10 teachers met regularly in interdisciplinary teams to action this task. Student engagement and achievement improved and outcomes were shared with the parents on several occasions during the year. This supported capability development for students. Teachers shared the processes and outcomes of their learning plans and determine areas for improvement, development and showcasing. Learning design challenges created another opportunity for shari

Improvement: Aboriginal learners

Actions supporting improvement for Aboriginal learners through using the Aboriginal Learner Achievement Leaders' Resource (ALALR)

Springbank Secondary College provides a safe and inclusive learning environment that accepts and respects all learners, and strives to a culturally relevant pedagogy, while reinforcing high expectations, resilience and perseverance. The strategies and actions to access support services and site-specific programs that promote learner engagement and attendance, including the use of mentoring programs and vocational pathways supports individual students. The college's Wellbeing Team includes Aboriginal Community Education and Transition Officer, Student Wellbeing Leader, Inclusion Leader, and Student Mentor together with Pastoral Care Worker collaborative plan and support the supportive strategies and programs for Aboriginal students and their teachers. This includes specific monitoring of Aboriginal student progress and achievement, collaboration with support services and wellbeing practitioners as appropriate and the engagement of vocational pathway provider groups with individual students.

The monitoring and tracking of literacy and numeracy achievement and progress of Aboriginal students occurs at all levels through the school's traffic light strategy. The collection and strategic analysis of assessment data informs literacy and numeracy improvement priorities for Aboriginal learners at the school, team and informs teacher practice. This supports each Aboriginal learner, identifies necessary targeted interventions or personalization, and strengthens individual student One Child One Plan goal setting and achievement.

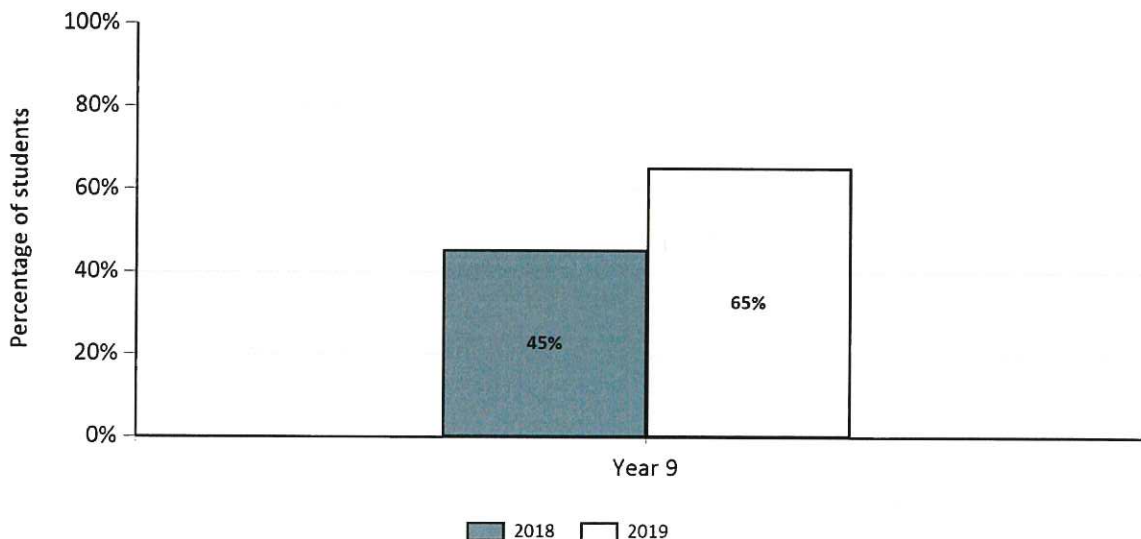
To further support achievement and wellbeing of Aboriginal learners at Springbank Secondary College, the school has engaged with Aboriginal parents to develop an action plan to improve outcomes and the learning environment for Aboriginal learners in 2021. Within this plan, the school will seek and listen to opinions and feedback and arrange for professional learning to support cultural awareness among staff and the community.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

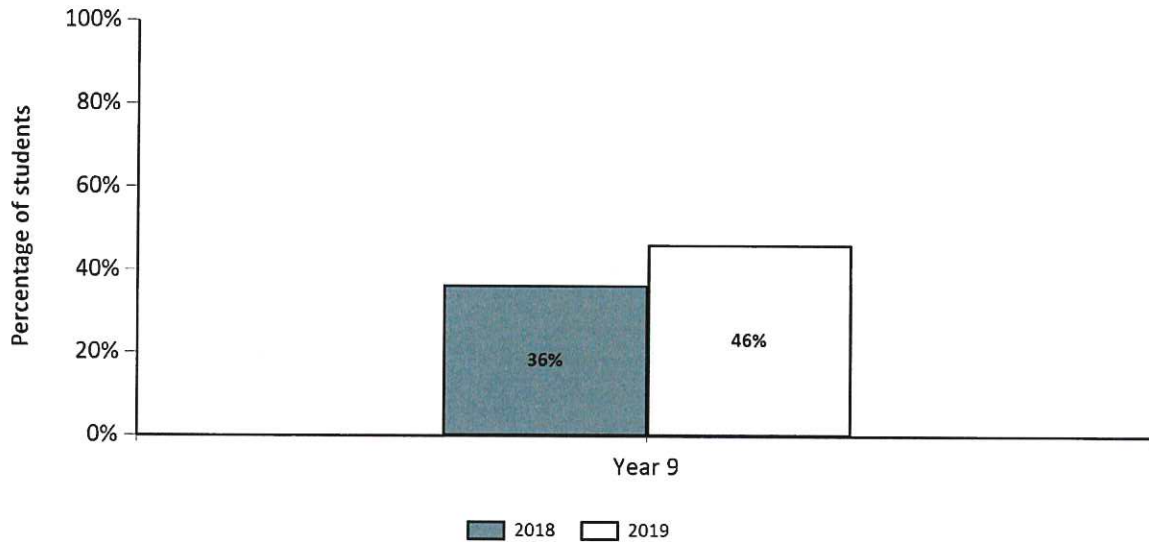


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	25%
Middle progress group	62%	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	25%
Middle progress group	100%	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	26	26	0	1	0%	4%
Year 9 2017-2019 Average	14.3	14.3	0.3	0.7	2%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2017	2018	2019	2020
93%	92%	88%	83%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	0%	0%	0%	0%
A	0%	0%	0%	6%
A-	4%	0%	4%	16%
B+	9%	8%	12%	6%
B	4%	4%	4%	0%
B-	24%	20%	16%	6%
C+	22%	32%	4%	22%
C	13%	28%	36%	22%
C-	16%	0%	12%	3%
D+	2%	0%	8%	9%
D	0%	4%	0%	3%
D-	0%	0%	4%	3%
E+	2%	0%	0%	0%
E	2%	4%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2017	2018	2019	2020
100%	92%	100%	85%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	92%	100%	85%
Percentage of year 12 students undertaking vocational training or trade training	66%	27%	25%	9%

School performance comment

In 2020, Springbank Secondary College year 12 enrolments only numbered 8.0 FTE as this 'dip' in enrolments flowed through the school following its almost closure in 2016-7. With fewer than 20 students at this year level, small changes in the number of our students can cause large changes in the percentages shown in the results graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. All schools responded to the COVID-19 pandemic with a range of strategies to support students and families through the demands of SACE. Moving to online teaching and learning was important to maintain the level of learning and support necessary to successfully complete SACE requirements. In addition, the SACE Board provided flexibilities and arrangements that offered accessibility and hope for achievement for all SACE students, in particular year 12 Stage 2 students.

In March 2020, The Minister for Education announced a Review of the school with the view to close it at the end of the year. The four-month review process had a considerable emotional impact on the whole school community. Teachers focused their priorities into designing personalised learning and wellbeing strategies that would support every learner to achieve success. While the overall SACE completion was slightly lower than in recent years, the quality of the achievement increased as demonstrated through the increased percentages of A and B grades at Stage 2.

Due to the absence of 2020 NAPLAN data, we refer to PAT-R/PAT-M student achievement data in this section. Progressive Achievement Tests (PAT) in mathematics (PAT-M) and reading (PAT-R) were completed over two weeks in August 2020 at years 8-11. Of the students tested, 58% achieved at or above Standard of Educational Achievement (SEA) in PAT-M. Of the remaining 42% students considered not at SEA, almost half of them did not attempt the test, were withdrawn or exempted. In the PAT-R tests, 57% of the students achieved SEA with almost half of the non-achievers not tested due to exemption or withdrawal from the process. Structured analysis of the PAT data at each class identified areas for improvement and teachers undertook a challenge of practice to redesign and implement a learning strategy to specifically improve learner achievement in the identified aspect. Post implementation, teachers reviewed and shared their practice and evidence of improved outcomes.

Attendance

Year level	2017	2018	2019	2020
Year 8	75.6%	90.3%	86.2%	84.2%
Year 9	78.8%	82.2%	87.7%	83.2%
Year 10	89.4%	80.4%	87.4%	84.6%
Year 11	87.0%	85.2%	90.8%	79.0%
Year 12	82.8%	85.9%	86.2%	78.2%
Secondary Other	90.1%	89.3%	88.7%	78.5%
Total	86.3%	86.3%	87.7%	81.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance data from semester 1 in 2020 indicated a decreased attendance rate compared with 2019. Several external factors were noted to influence a decline in attendance in 2020, including COVID-19, which had an emotional impact and students were anxious about the future of the school within the Review. Anxiety influenced student engagement in learning. Many families requested extended periods of learning via online means in first semester. Improved attendance rates were evident in the second semester, supported by improved pedagogy and wellbeing strategies and as the school's future was known and the anxiety about the pandemic eased.

Behaviour support comment

The school's values of respect, resilience and excellence underpin the behaviour support processes and the pastoral care program (Pathways to Success). The structure pastoral care program builds student personal and social capabilities and helps reduce instances of bullying and harassment. The number of suspensions for 2020 totalled 18, which is close to the previous years' totals. There were no exclusions from the school in 2020 and only two take homes. A range of other strategies are used to support students to make appropriate decisions about behaviour. Students are supported by their care group teachers, the wellbeing team and leaders to problem solve and to explore solutions such as restorative justice processes to minimise conflict and optimise learning.

Client opinion summary

In March 2020 the Minister announced a Review of the school, inviting submissions from the community to determine the future of the school.

The submissions and opinions from the school's community were extensive and contributed to the decision to keep the school open.

As this process was consultative and exhaustive, no further opinion survey was conducted in 2020.

Intended destination

Leave Reason	Number	%
Employment	3	5.7%
Interstate/Overseas	8	15.1%
Other	0	NA
Seeking Employment	10	18.9%
Tertiary/TAFE/Training	5	9.4%
Transfer to Non-Govt School	10	18.9%
Transfer to SA Govt School	10	18.9%
Unknown	7	13.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Springbank Secondary College staff and volunteers have provided evidence of their current Relevant History Screening (Working With Children Check). The school has identified and nominated specific officers to access their DHS screening portal to verify a current WWCC is held, to notify DHS of people who the site has a WWCC interest in and to initiate online applications on behalf of individuals. The site is hired and leased to sporting groups and clubs as well as other community organisations who are also required to present evidence of current WWCC as part of their hire agreement.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	40
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	20.8	0.8	16.0
Persons	0	24	1	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$1,948
Grants: Commonwealth	\$0
Parent Contributions	\$70,934
Fund Raising	\$2,519
Other	\$86,065

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Wellbeing team established to provide personalised support for learners and create conditions that enhanced learning and engagement within a safe learning environment.	Termly reporting identified improved learner achievement and improved attendance
	Improved outcomes for students with an additional language or dialect	Teacher appointed to provided 1:1 and small group support for identified individual students.	Improved learner achievement and higher grade bands.
	Inclusive Education Support Program	Additional staff (SSOs) and teachers were employed to create inclusive classes and co-teaching arrangements that supported improved learner achievement against the SEA.	Increased proportion of students achieving in higher grade bands.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Additional support staff and creation of co-teaching teams enabled personalisation of learning and increased support to address individual learner needs.	Increased achievement of A and B grades across year levels and learning areas.
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Professional learning programs and teacher release to develop interdisciplinary learning and assessment plans with personalised learning embedded improved learner access to learning and achievement.	Monitoring termly achievement indicated increase achievement at and above SEA.
	Aboriginal languages programs Initiatives	Not undertaken in 2020	N/A
Other discretionary funding	Better schools funding	Professional learning programs and additional teacher planning for interdisciplinary learning and co-teaching and assessment planning supported personalisation of learning.	Improved proportion of students identified as achieving at SEA or above.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A