

2022 Annual Report



Springbank Secondary College



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Overview

Site context and highlights

Springbank Secondary College is a small category 4 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). Springbank student enrolment numbered 207 in February 2022. This was the first year for year 7 students to enroll in high school. Springbank had two classes at year 7 and three at year 8 in 2022. An additional 14 places were offered for year 7 and 8 Special Class students within the inclusive setting. Springbank has a high proportion of young people living with additional needs than in most secondary metropolitan schools. Students at Springbank are assigned to inclusive, non-segregated class from years 7-10 in 2022. Teachers collaborated to develop inclusive programs and develop high-quality differentiated pedagogy that were implemented across the school. The school retained a disability unit for eligible students in years 11-12 in 2022. Several interdisciplinary programs including 'Paddock to Plate' and 'Bridges' were expanded at years 7 – 10. Despite the ongoing challenges of the pandemic, the Springbank SACE results in 2022 were of high quality. More than 94% of the subject grades were C-grades or better.

The COVID-19 pandemic responses meant secondary schools had a staggered start with year 7 and 8 students and year 12 students commencing first, while year 9-11 students began the year in online learning mode for the first two weeks. Online learning continued for some students and attendances were impacted by the spread of COVID-19.

Nine teachers were employed into new ongoing teaching roles at Springbank in 2022. This is the greatest number of additional permanent positions at the school for many years. The injection of new staff has brought additional skills and expertise to the team and create new opportunities for Springbank students.

Student Representative Council collaborated in term 4 to fundraise for flood relief for students in a South Australian school. More than \$600.00 was raised for Myponga Primary School SRC to support them after the floods of December 2022 and January 2023.

Basketball Academy was expanded to include a basketball squad of keen basketballers. Squad and Academy students participated in interschool competitions across the year. Two more scholarships were offered in 2022, funded by Basketball SA. The Basketball Academy increased its numbers across years 7-12. Academy connections and partnerships with Flinders University and Basketball SA were limited by the COVID-19 pandemic but development and collaboration intent remains strong.

Springbank students engaged in the Ice Factor re-engagement through ice hockey program again in 2022. The squad participated in four tournaments across the year, demonstrating improved skills in ice hockey and teamwork.

The implementation of the \$10M Capital Works program commenced in term 2 2022. Two of the three main wings of the mainframe building were evacuated and gutted to allow for the refurbishment to commence. Toilets and wet areas of the Springbank Stadium were completely refurbished to a high standard. An additional disability access toilet, shower and hoist facility was developed in the western wing of the main building. Large sections of the school's yard and courtyards were fenced to allow extensive earth works in preparation of landscaping, verandas and a Covered Outdoor Learning Area. The Capital Works funding included the complete renewal of the IT infrastructure and emergency warning system across the whole school.

Through site funded processes, a disused room in the technologies building was gutted and refurbished to create a clean technologies room to be accessed across learning areas. Restoration of the heritage listed Tower Arts Centre commenced in 2022, funded through SA Government grant.

The impact on available play and yard space caused by building works, along with the introduction of year 7

students into the secondary setting, inspired the staff to offer lunchtime clubs from term one 2022. By mid-year fourteen clubs were established and flourishing. The clubs ranged from geek, maths, crafts and board games to wellbeing club and ultimate Frisbee outdoors. These clubs were well patronized by students across the year levels.

In 2021, Springbank Secondary College and Basketball SA applied for a grant from the Department for Sport, Recreation and Racing to fund the air conditioning of the Springbank Sports Centre stadium which is used by Basketball SA and Sturt Sabres Basketball Club out of school hours. In mid-2022, Basketball SA received the \$200,000 grant for the work. Basketball SA and the school will contribute to the installation of the air conditioning and anticipate the installation will occur in early 2023.

Wendy House
Principal

Governing Council report

Springbank Secondary College continued to flourish in 2022. Still operating under the ever present pandemic conditions, we welcomed our year 7's with enthusiasm, bringing a new shift in our school. We welcomed new faces and families to our Governing Council, thankyou Jess, Katie and Julie, and welcomed back Erna, Damien, Jody and Candice.

Our Governing Council took advantage of the opportunities given by the State and Federal elections to fundraise, but more importantly to profile raise. The conversations had with community members voting at our school, were invaluable in demonstrating our commitment to community, our passion for our students and a chance to work together with staff to show our wonderful spirit. I'd like to thank all the parents, students and staff who participated in our "Democracy Sausage Sizzles", we raised money for the year 12 formal and the Ice Factor ice hockey program.

As building works kicked off, our Governing Council faced a post pandemic predicament. The \$10m promised in 2017 by government, did not stretch at all as far we had anticipated given rising building costs, and unfortunately our science labs continue to await upgrades. However, our GC continued to lobby for the funding, culminating in the visit by the Education Minister Blair Boyer. We are not alone as a school community, others face the same building works funding shortfalls, however the passion, and proactive approach of parents continue to keep us first and foremost in the minds of decision makers in government.

Our plans for 2023 include the establishment of subcommittees, other than finance and events, to add to our activities around the school. This will give us as a school the capacity to involve other parents, share the workload of current council members and continue to move improvements forward for our students.

We look forward to the opening of the new building early next year and seeing our students enjoying their learning in the brand-new facilities.

Danielle Duffield
Chairperson
Governing Council

Improvement planning - review and evaluate

The 2022 Site Improvement Plan identified the following goals, and the challenges of practice and success criteria for each goal.

Improvement goal 1: Improve learner achievement in literacy in writing across the whole school.

The challenge of practice is if teachers develop and strengthen the explicit teaching of writing through a greater focus on key discipline genres, learner achievement will increase. The success criteria identified was that we will see each student improve achievement in writing, especially as measured in NAPLAN and through 'Brightpath'. During 2021, the literacy focus moved more toward the aspect of reading, based on the understanding that students need to read effectively in order to improve their writing. While NAPLAN and PAT data showed a strengthening of reading comprehension at years 8 and 9 in 2021 and 2022, the 2022 NAPLAN writing results showed a decline in achievement at year 9. This was the first year for year 7 students participating in NAPLAN at secondary school, and we acknowledge to teaching and learning that occurred in primary school in this aspect of literacy.

Through collaborative data analysis in 2022, that the literacy focus should return to writing with a re-engagement in the 'Brightpath' program (once COVID restrictions eased) supported by a team of three teacher leaders and implemented through the English and HASS learning areas. An underpinning reading improvement strategy established late in 2022, led by a teacher leader in collaboration with classroom support School Services Officers and subject teachers. To further support writing improvement, teachers in learning area teams collaborate to develop genre exemplars to support writing assessment and learning.

Improvement goal 2: Improve learner achievement in numeracy in problem solving across the whole school.

The challenge of practice for this goal is, if mathematics teachers build a positive numeracy culture, teach for mastery and we strengthen disciplinary approaches to numeracy and problem solving, learner achievement will increase. The identified success criterion is that we will see each student will improve in confidence and high band achievement in numeracy. In the 2022 NAPLAN numeracy test, 43% of the non-exempted students achieved at Standard of Educational Achievement at year 9. Although this is still below our target, it is an improvement on previous years' results. In 2022, mathematics teachers participated in a professional learning community of mathematics teachers from other schools including the lead school Australian Science and Mathematics School (ASMS). This productive community collaborated to improve learner achievement toward the SIP targets. They shared their learning with all staff on a pupil free day later in the year. This process supported the embedding of numeracy learning in all learning areas. Further collaboration with nearby secondary schools is planned for 2023 to improve numeracy achievement.

Improvement goal 3: Improve learner achievement through high quality interdisciplinary and differentiated teaching and learning design.

The challenge of practice was if teachers design learning collaboratively through STEAM and interdisciplinary approaches, learner engagement and achievement will increase. The success criteria stated that we will see students demonstrating high order thinking and problem-solving skills in and across learning areas. COVID restrictions in first semester meant fewer opportunities for teachers to collaborate effectively to plan interdisciplinary and STEAM focused learning programs. Five plans were established and implemented across learning areas in 2022. A key focus for professional learning, especially for staff new to the school and to support the achievement of this SIP goal, was on personalizing learning for students at all year levels, through quality differentiated teaching practice. Analysis of student data enabled teachers to identify student learning needs and adapt teaching in response and provide support for all learners, while also stretching the most capable students. As the college expands and develops its understanding of effective inclusive education within non-segregated environment, the demand for high quality differentiation increases.

Collaboration through our inclusive education professional learning community, and structured co teaching at middle school level supports improved pedagogy and outcomes for individual students. Smaller class sizes, co-teaching and structured professional learning supports greater professional understanding and differentiated practice in Springbank's inclusive settings. Inclusive Education Support Program (IESP) funding supports the embedding of these practices and structures.

The essence of the three improvement goals for Springbank will continue in 2023 with some adjustment as required. The school will build on its learning and achievement to create greater improvement in learner achievement in 2023.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

The monitoring and tracking of literacy and numeracy achievement and progress of Aboriginal students occurs at all year 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.

In 2022, the Aboriginal students at Springbank Secondary College were not of NAPLAN age. To further support achievement and wellbeing of Aboriginal learners, the school has engaged with Aboriginal parents to develop personalised plans (One Child One Plans) to improve outcomes and the learning environment for Aboriginal learners. All Aboriginal students at Stage 2 SACE completed and achieved their Certificate of Education in 2022.

Moving into 2023, the school will seek and listen to opinions and feedback and arrange for professional learning to support cultural awareness among staff and the community. Aboriginal learner Progressive Achievement Testing (PAT) data in table or graph form is not included here, as numbers of Aboriginal students participating are very low and individual students could be identified.

South Australian Certificate of Education (SACE)

2022 SACE Stage 2 grades

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

2022
94.6

SACE Stage 2 grade distribution

Grade	2022
A+	0.0
A	1.79
A-	1.79
B+	1.79
B	10.71
B-	7.14
C+	25.0
C	25.0

Grade	2022
C-	21.43
D+	1.79
D	3.57
D-	0.0
E+	0.0
E	0.0
E-	0.0
N	0.0

SACE completion

2022
92%

	Year 12 February Enrolment DfE	Potential Completers in October	SACE Completers	As % of October Potentials	As % of February Enrolment (DfE)
2016	21	16	16	95%	88%
2017	18.8	15	15	100%	76%
2018	15.8	12	11	100%	80%
2019	18.2	16	16	92%	70%
2020	16	13	11	85%	69%
2021	29	21	20	95%	69%
2022	13	13	12	92%	92%

Percentage of year 12 students undertaking vocational training or trade training

2019	2020	2021	2022
18.75	16.67	15.00	25.00

Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification

2019	2020	2021	2022
92	85	95	92

Performance and attendance

School performance comment

Across recent years, Springbank usually has fewer than 20 students eligible to sit NAPLAN in each year level, and small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous data. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

NAPLAN literacy (writing) data at year 9 in 2022 showed a slight decline in the proportion of students achieving SEA. Student achievement in reading as measured in the PAT (Reading comprehension) data (across all year levels) showed steady and strong improvement at years 8, 9, 10 each year in the last three years. As a result of analysis of this data, the literacy improvement priority for 2022 and 2023 is writing, while maintaining reading as important underpinning aspect across the curriculum.

Numeracy results in NAPLAN at year 9 also showed some improvement in the achievement of the SEA and some improved progress in the higher bands. Progressive Achievement Test (PAT Maths) data across years 8-10 shows improvement at each year level in each of the last three years. Inclusion of numeracy tasks and explicit teaching across the curriculum supports the school's improvement goal in literacy each year.

Even within the challenges of the pandemic, the Springbank SACE results in 2022 were of high quality. More than 94% of the subject grades were C grades or better with an increased percentage of A and B grades and the achievement of a merit in mathematics. Analysis of the results on comparison to previous years shows an improvement in retention rate across the SACE year, with almost all students who commenced in February completing their SACE in November. The SACE completion rate for 2022 remained in the 90+% range with no D or E grade results and increase C grades.

Attendance comment

Attendance rates remained at 82% in 2022 despite the impact of the COVID-19 pandemic again. The focus of the attendance improvement strategy is to improve engagement through quality teaching and pedagogy and personalised learning design.

The general attendance rate is strong with more than half of the student population absent for fewer than 10 days across the year.

Fewer than ten individual students were chronic non-attenders in 2022, up on previous year and assumed to be related to the impacts of COVID-19. The school drew upon the expertise and support of DfE attendance officers and other support services to encourage these young people to reengage in school

Behaviour and client opinion

Behaviour support comment

In 2022, suspensions totalled 48 (up significantly from 19 in 2021) with the majority being for 'threatening the good order of the school'. 'threatened or perpetrated violence' was the second most frequently recorded reason for suspensions. Almost all suspended students in 2022 were year 7-9. There were two exclusions in 2022. Both were middle years students.

	2019	2020	2021	2022
Number of suspensions	20	18	19	48
Number of students suspended	17	17	13	26
Number of exclusions	2	0	0	2
Number of students excluded	2	0	0	2

A range of strategies were implemented to support improved behaviour and engagement in 2022 second semester, including the Flinders University anti-bullying (PEACE) program in Pathways to Success lessons, the establishment of a 'Girls Group' and a 'Boys Group' in collaboration with the Sammy D Foundation and increased Wellbeing Leadership staff.

Parent opinion summary

From the 60 parent responses to the parent opinion survey in 2022, 73% agree or strongly agree that the school communicates effectively and 72% of parents indicated that they have received useful feedback and have had useful conversations with teachers about their child's learning.

In response to this, the school is introducing *Traffic Light* progress constantly across all subjects so students and families can see achievement and progress throughout the term. Teachers are encouraged to upload feedback on every assessed task directly to Daymap so both students and parents can note the recommended actions for improvement.

In the same survey, 82% of respondents indicated that they believe 'education is important'. In response to the statement 'Teachers and students are respectful', 89% of respondents indicated that they agreed or strongly agreed. Individual comments aligned to each question, reflected individual respondent's experiences with the school.

Screening history

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 the DHS screening portal to verify a current WWCC is held and to initiate online applications on behalf of individuals. Some facilities on the Springbank site are 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.

Financial Statement 2022

Funding Source Amount	Amount (rounded to the nearest \$)
Grants: State	4,870,962 (Global budget and adjustment)
Grants: Commonwealth	840 (\$20 Boss Funding)
Parent Contributions	87,836
Fundraising	4,280
Other	85,033 (Mainly facility hire)

2022 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 2021 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	Springbank invested in the PEACE anti-bullying program through Flinders University in 2022. This program was implemented through the Pathways to Success sessions across all year levels. Pre and post surveys provided staff and Flinders University with feedback about the program, areas for improvement and next step opportunities. Interdisciplinary and STEAM focused learning programs that were personalized for individual students supported engagement in learning.	The program supported improvement in respectful, kind behaviours and fewer reported incidents of bullying in second semester. This program will be facilitated with year 7 students in 2023.
	Improved outcomes for students with an additional language or dialect	Students with additional languages were support by the additional teachers in the co-teacher roles in English and HASS in particular, as well as the provision of SSOs in every middle years class and most senior classes.	With fewer EALD students in 2022, individual needs were met through personalized learning plans.
	Inclusive Education Support Program	Springbank invested the substantial IESP funding to provide additional personalized learning through: <ol style="list-style-type: none"> 1. Reduced class sizes 2. increased SSO hours to provide support in almost every class 3. Introducing co-teachers in core subjects such as English, HASS and Maths. 	The investment of IESP funds ensures all eligible students receive the additional support needed for their success.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	In 2022, fewer Aboriginal students were enrolled at Springbank than in previous years. The collection and strategic analysis of assessment data informs literacy and numeracy improvement priorities for individual Aboriginal learners at the school 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. Learning area teachers planned for literacy improvement within relevant subject genres. NAPLAN and PAT achievement data showed improvement in numeracy and aspects of literacy other than writing in 2022.	Increase support in classrooms from SSOs and co-teachers enabled improved outcomes in numeracy and learner achievement. Release of teachers to participate in numeracy PLC supported that improvement in middle years.
Program funding for all students	Australian Curriculum	Teams of teachers were released across the year for whole program development in Australian Curriculum and interdisciplinary planning each term. Teachers worked in collaboration with a curriculum writing consultant.	Planning for improvement through interdisciplinary and learning area programs supported improved engagement and achievement.
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Teachers were released to participate in professional learning that supported improved learner achievement for individuals and identified groups of students, Professional learning communities after hours supported teacher and support staff planning and development. Consultants in specific aspects of curriculum planning were engaged to improve outcomes.	

	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	



