

# The Tiny Tartan Kindergarten

## PROSPECTUS



FAITH • HONOUR • SERVICE



The  
**Springfield  
Anglican**  
COLLEGE

**Their  
Future.**  
Kindergarten  
to Year 12





## Welcome from the Principal

MR STEVEN MORRIS

What an exciting start to your child's educational story! The Tiny Tartan Kindergarten is a high-quality, child-centred space of safety and stimulation for little people. Hundreds of little ones have begun their journey here.

The Springfield Anglican College is widely known for its balanced, holistic approach to students and to their education in the most complete sense of the word. Grounded in Christian values such as Faith, Honour and Service, the Anglican nature of our College encourages us to embrace diversity, accept and honour all people and strive for excellence in moral, intellectual, physical, social and cultural areas of life.

We believe the personal development of students occurs within a community in which young people, parents and staff work together. The support and encouragement of one another within this community enables strong relationships and a connected school. We know people need human connections to feel safe, well, secure and loved. The primary source of these is the family, of course, but a good school provides an extended "family" in which the members are connected to each other, challenged as well as supported and provided with learning experiences and instruction which help them to grow in a balanced way.

Communities need to be small enough for each student to be well-known, and large enough to offer a range of opportunities to cater for most of their interests and abilities. The Springfield Anglican College, on two separate yet connected campuses, provides such wholesome and nurturing communities.

We welcome you to investigate all we can offer your young family.



## From the Head of Primary

TANIA BREWER

The Tiny Tartan Kindergarten staff understands that Kindergarten is the beginning stage of a lifelong journey, and that early childhood is the beginning of the foundation on which children develop their love of learning.



The shared vision of the Kindergarten educators is to provide the highest quality Kindergarten program within the safe, secure and supportive environment of The Springfield Anglican College Primary Campus.

The Tiny Tartan Kindergarten provides the children with a curriculum program based on the Queensland Kindergarten Learning Framework. All learning activities are designed to support our young learners in developing independence, resilience and a sense of self-identity through a combination of independent play opportunities, teachable moments and specialist lessons. The staff fosters an environment where young children are encouraged to be inquisitive and creative while learning to be members of a community of learners. Teachers know and understand that children learn at different rates and that early learning opportunities and experiences support each child's cognitive, social and physical development. Each child's learning progress is carefully monitored and parents are kept well informed of their child's development.

Set within the grounds of the Primary Campus, the Kindergarten facility has been purposefully built with creative design features and Kindergarten-specific facilities. These include large, open rooms and outdoor play areas that encourage young children to use their imagination, explore and investigate while developing skills for social play and interaction.

As part of the wider school community, parents are invited to share in their child's learning opportunities. There are regular opportunities for families to contribute ideas, attend special functions and to share in the individual progress of their child. Staff members in the Kindergarten are experienced and qualified in the early childhood field of education, and welcome the opportunity to join in partnership with parents to ensure the best possible start to the lifelong learning journey.

It takes a  
**big heart**  
to shape  
**little**  
**minds**



## Educational Philosophy

As early childhood educators, we are committed to ensuring the rights and best interests of every child underpin our daily practice and interactions. Within a framework of Christian values, we provide an engaging, stimulating and caring play-based learning environment.



All children, their families and staff are respected without discrimination or bias. We acknowledge and value the individual backgrounds and unique culture and customs of all families. In our partnership with families, we will seek to nurture and maintain positive relationships that will be based on trust, respect and two-way communication. Our practice and meaningful engagement with our families and diverse community demonstrates our commitment to inclusiveness.



Australia's Aboriginal and Torres Strait Islander cultures are acknowledged, respected and valued. Embedding Aboriginal and Torres Strait Islander history, language and culture in practice plays a crucial role in the Kindergarten environment. Valuable opportunities to learn and teach about Aboriginal and Torres Strait Islander cultures are embedded in our program. We are committed to reconciliation and the part that we play in promoting equality and recognition across cultures.

Our nurturing and caring environment supports each child's individual learning, while promoting resilience, wellbeing and a strong sense of belonging. Children are encouraged to contribute to their world, and are guided to develop positive and enriching relationships with others. All children in our care are viewed as successful and capable learners, who are encouraged to strengthen their critical thinking and have their intellectual curiosity celebrated. Each child has a voice that is respected.

We are committed to providing a program that is based on The Queensland Kindergarten Learning Guideline and the Early Years Learning Framework. Current research and theories are considered important, and used to guide our programs and planning. Children are encouraged to follow their interests, and investigate and experiment as they learn and develop new skills. Through play and purposeful interactions, we aim to develop in each child an active curiosity about the world and an enthusiasm for learning. We will engage in opportunities to develop each child's understanding of their environment and we will ensure that environmental responsibility is embedded in practice and programs. Student safety, health and wellbeing are at the forefront of the Kindergarten program and practice.

As educators, we critically reflect on our practice, and are committed to continuous improvement and support for each other through a process of self-evaluation to improve our professional practices. Teachers, educators and College leadership are skilled and knowledgeable and are dedicated to ensuring the best possible outcomes for all children.

### TRANSITION INTO PREP

The students' daily interactions and connections with the Primary Campus ensure that the students are familiar and feel at ease when entering the Prep year.

Students who feel secure and confident in their environment are prepared to embrace learning and become confident learners. This is enhanced by students' attendance at specialist classes on the Primary Campus, Year 6 student buddies, visiting the Prep classes and getting to know the Prep teachers.

This highly effective transition to Prep helps families and students feel welcomed and confident entering the first formal year of schooling. The Tiny Tartan Kindergarten promotes exceptional care practices that improve the outcomes of students and their families.



COMMUNICATION

NEXUS

Nexus is the central point of communication for all members of the College community. Functionalities within

Nexus include:

- Classroom news including photos of daily activities
- General College news
- Important updates and reminders
- Viewing the College calender

COLLEGE APP

The Springfield Anglican College App is available free to download from the Apple App Store or Google Play Store. Search ‘The Springfield Anglican College’ or ‘TSAC’. The App is designed to allow content from Nexus to flow through to mobile devices. Individuals can log in with their Nexus credentials. This will provide a custom experience for parents, students and staff with personalised interfaces and information.

FACEBOOK

The College has a Facebook page that provides another communication channel for the College community. The TSAC Facebook page provides a great opportunity to connect and share information, as well as showcase our student’s achievements through photos and videos.

Student Portfolio

A portfolio is used to document each child’s growth and development. In addition to capturing curriculum offerings, it is a collection of observation, special events and visitors in addition to capturing curriculum offerings. This portfolio is a celebration of each child’s abilities, achievements and progress throughout the year.

Parental input is sought at various times of the year. Sharing of valuable information relating to your child is essential in ensuring a connection between the Kindergarten and home.

AN EXAMPLE OF A KINDERGARTEN DAY

8:15am	-	8:30am	Arrival activities and organising belongings
8:30am	-	9:10am	Welcome / Sharing Session
9:10am	-	10:40am	Snack and outdoor activities
10:40am	-	11:10am	Morning Tea
11:10am	-	11:30am	Group Time – Literacy and Numeracy
11:30am	-	12:30pm	Indoor activities
12:30pm	-	1:00pm	Lunch
1:00pm	-	1:15pm	Pack up and set up for rest
1:15pm	-	2:00pm	Rest/Relax
2:00pm	-	2:30pm	Quiet Activities
2:30pm	-	3:00pm	Group time and collection of children

AFTER AND BEFORE COLLEGE CARE (ABCC)

The College offers After and Before College Care (ABCC) on the Primary Campus for children from Kindergarten age to Year 12, and operates Monday to Friday 6:45am to start of school during Term Time, and from 6:45am to 6:00pm during Vacation Care. It is closed on public holidays and during College Christmas shutdown period.

The program structure at ABCC is an Approved Service with the new National Quality Framework for Childcare. Activities and programs are age – and skill-level appropriate, and are aimed at stimulating emotional, intellectual, lingual, physical, recreational and social aspects of each child. They include elements of music, dance, drama, art and craft performed either as individuals or in small groups.

Students are able to participate in activities provided through the Active After School Program ranging from soccer skills to Hip Hop dancing.





# Teaching and Learning

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



At The Tiny Tartan Kindergarten, we set the foundation for a lifelong journey of education. The Tiny Tartan Kindergarten Program is designed to foster the development of the whole child by encompassing social, physical, emotional and cultural needs, in addition to academic growth and care.

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

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

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

**BELONGING**

Experiencing belonging – knowing where and who you belong with – is an integral part of our lives. Children belong to their family, with their friends, school and the wider community. Belonging acknowledges children's interdependence with others, and is the basis of having relationships and establishing one's identity. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming. It shapes who children are and who they can become.

**BEING**

Childhood is a time to make meaning of the world – to be curious, to ask questions and to explore the world around them.

Being recognises the significance of the here and now in children's lives. It is about them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about enjoying and understanding life today.

**BECOMING**

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

In the Kindergarten, students are encouraged to follow their interests, and investigate and experiment as they learn and develop new skills. The teachers work alongside the students to encourage and support them through the learning process.

Our beautiful Kindergarten space has been designed to motivate and cater for individual learning, and encourage individual, small group work and whole class collaboration. It is an environment that celebrates peer achievement and celebrates mutual respect and understanding.

The teachers work closely with the students, monitor their learning, and encourage their personal areas of interest and new learning experiences. The program aims to develop in each child an active curiosity about the world and an enthusiasm for learning based on their own needs, interests and investigations.

Five areas of learning:

- Children have a strong sense of identity
- Children are connected with and contribute to their world

- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

**THE IMPORTANCE OF PLAY**

Play is a vital part of learning and development, and research has shown that play is essential to ensure children reach their full potential in life. Play helps children learn about the world in which they live. Play encourages self-esteem and allows children to investigate and discover, test their theories, understand spatial relationships, explore cause and effect, societal roles and learn family values.



## Teaching and Learning: Specialist Lessons

### THE ROSELLA RESOURCE CENTRE

The Rosella Resource Centre is a well-resourced and inviting environment where students are encouraged to develop a lifelong love of reading. During class lessons, Kindergarten students listen to a wide variety of fiction and non-fiction books. Students develop the skills to navigate to their favourite parts of the library, whether it be a particular author they enjoy or a topic they want to read more about, and select a book they wish to take home and share with loved ones. Kindergarten students foster relationships with other students through buddy reading with some of the older classes.

### PERCEPTUAL MOTOR PROGRAM (PMP)

Perceptual Motor Program (PMP) lessons are an integral part of The Tiny Tartan Kindergarten program, where students learn and practice key fine and gross motor skills that will help them in all aspects of their growth and development.

All students participate in at least one PMP lesson per week, where they enjoy taking part in an extensive range of activities and challenges using different equipment and stimuli. Skills such as throwing, catching, running, jumping, skipping and kicking are practiced on a regular basis with age-appropriate equipment, enabling students to best improve these skills and gain a stronger understanding of outdoor activities.

PMP lessons are valuable stepping stone in a student's progression into Primary Schooling, and are among the most enjoyed lessons at the Tiny Tartan Kindergarten.



### CHINESE

The Chinese program at The Tiny Tartan Kindergarten is designed specifically to prepare children in their early learning years for the P-10 course based on the Australian Curriculum: Languages Chinese Syllabus. It is a culturally rich program where children learn through stories, songs, rhymes and games. Topics include self-introduction, numbers, colours, opposites and animals. Children are given the opportunity to experience cultural diversity of the world and its people. The delivery of this program is multi-modal, providing a play-based and engaging learning environment. This Chinese program aims to cultivate a passion for language learning and encourage children to discover their connection with the world around them.

### MUSIC

During Music lessons in Kindergarten, students experience music through singing, rhythm and clapping, movement and listening. They learn to sing well-known songs and nursery rhymes in tune, whilst marching around the room in time to the music. Students learn about fast and slow, loud and soft, and high and low sounds, whilst responding and moving. They learn to keep a beat using percussion instruments and listen carefully to various instruments such as piano, recorder and flute. Students learn to take turns, share instruments, develop their motor skills and improve literacy through singing and listening to song books. The skills they develop in Kindergarten music lessons will set them up for further success in Primary school and beyond, all whilst having musical fun.



# Primary School

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## PROSPECTUS



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KINDERGARTEN

The  
Springfield  
Anglican  
COLLEGE

Their  
Future.  
Kindergarten  
to Year 12





## Welcome from the Principal

MR STEVEN MORRIS

A warm welcome awaits you at The Springfield Anglican College Primary Campus. This is an extraordinary community of dedicated staff, purpose-built facilities, and a lively, engaging curriculum. A world of opportunities is in store!

The Springfield Anglican College is widely known for its balanced, holistic approach to students and to their education in the most complete sense of the word. Grounded in Christian values such as Faith, Honour and Service, the Anglican nature of our College encourages us to embrace diversity, accept and honour all people and strive for excellence in moral, intellectual, physical, social and cultural areas of life.

We believe the personal development of students occurs within a community in which young people, parents and staff work together. The support and encouragement of one another within this community enables strong relationships and a connected school. We know people need human connections to feel safe, well, secure and loved. The primary source of these is the family, of course, but a good school provides an extended "family" in which the members are connected to each other, challenged as well as supported and provided with learning experiences and instruction which help them to grow in a balanced way.

Communities need to be small enough for each student to be well-known, and large enough to offer a range of opportunities to cater for most of their interests and abilities. The Springfield Anglican College, on two separate yet connected campuses, provides such wholesome and nurturing communities.

We welcome you to investigate all we can offer your family.



## From the Head of Primary

MRS TANIA BREWER

The education offered through the Primary Campus provides a learning environment that caters for the needs of our learners as they grow and mature into confident independent young people.



We provide a safe, supportive and caring environment that nurtures the social, spiritual and academic development of our students. We know that students must feel happy and safe to be at their best.

The Primary Campus staff are passionate about teaching and learning. We continually develop innovative academic programs that cater for individual needs and optimise learning opportunities. The staff work collaboratively with each other and with families. We encourage you, as parents, to be involved in your child's educational journey and to become a much-valued member of our community.

In addition to the curriculum subjects offered, students can immerse themselves in a wide range of co-curricular activities through our Student Life program. We encourage students to further enhance their interests, skills and social connections outside of the classroom environment. As our students progress through their Primary years, we know they will be well prepared to enter their next phase of schooling on the Secondary Campus. We help them transition into Year 7 with the greatest of confidence, knowing they have developed the skills and maturity, self-confidence and friendships that will reward them well into the future.

Together, as a Christian community, underpinned by the values of the Anglican Church we take great pride in being a part of your child's educational journey.





# Teaching and Learning

The Teaching and Learning program is based on the philosophy that children learn best when they are actively involved in a range of authentic and purposeful learning experiences.



- We believe children learn best when:**
- They are treated with dignity and respect
  - High standards are established and maintained
  - Learning objectives and success criteria are clearly explained
  - Learning is purposefully differentiated and individualised
  - A variety of strategies that promote deep-thinking are utilised
  - Learning includes collaboration, creativity, critical-thinking, and communication
  - Learning experiences have a problem-based, real-world context

The Teaching and Learning philosophy at The Springfield Anglican College places significant emphasis on students developing critical skills that will enable them to contribute successfully in society and the workforce. Supported by the use of technology, the staff at TSAC helps students become creative, communicative, collaborative, self-directed, reflective and critical thinkers.

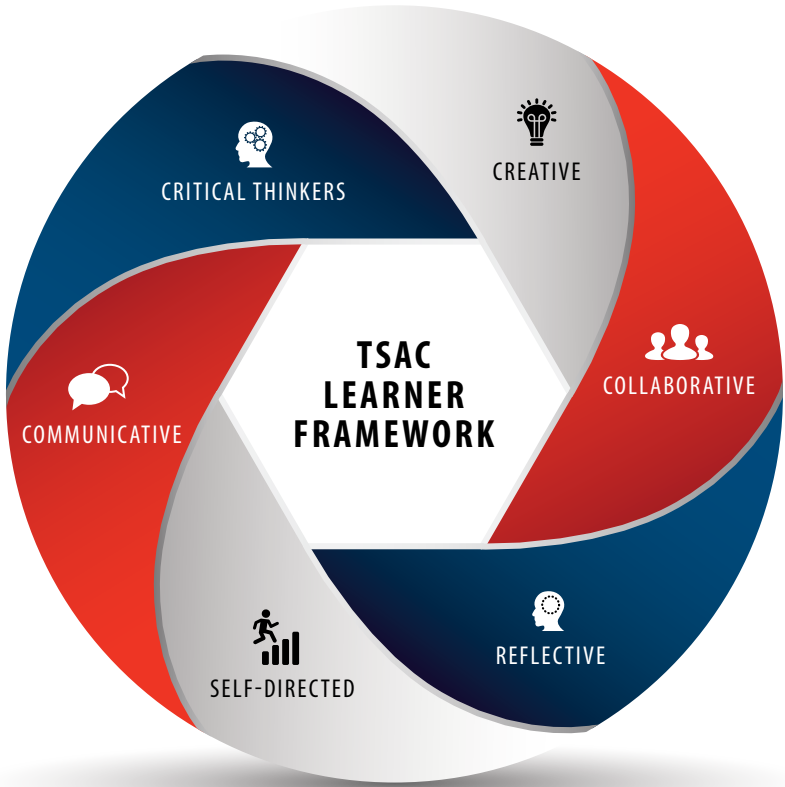
## THE LEARNER FRAMEWORK

The Learner Framework plays a vital role in the development of all curricula. We consider these skills to be essential for our students' future success and are committed to providing innovative opportunities for our young learners.

Teachers apply a range and balance of teaching approaches in their classroom practice; from explicit instruction to play-based and inquiry learning. We align the child's individual curriculum with age-appropriate pedagogies and the Australian Curriculum to maximise student engagement in learning and to enhance outcomes. We believe in crafting learning experiences that highlight our students' interests, strengths and capabilities.

## LEARNING ANALYTICS

Learning Analytics is the process of using school data, statistical analysis and modelling to gain insights into student performance. It gives leaders, teachers, parents and students access to rich academic data which informs teaching practice and school management. The Learning Analytics platform provided by the College is a comprehensive educational data analysis solution which aggregates, analyses, and publishes academic data.



CRITICAL THINKERS:	CREATIVE LEARNERS:	COLLABORATIVE LEARNERS:
<ul style="list-style-type: none"><li>• Locate, analyse and critique information</li><li>• Explore critical questions</li><li>• Consider diverse perspectives and values</li><li>• Identify patterns and connections</li><li>• Use various types of reasoning</li><li>• Use technology to enhance critical thinking skills</li></ul>	<ul style="list-style-type: none"><li>• Seek opportunities to be entrepreneurial</li><li>• Design and solve real world problems</li><li>• Are innovative in their thinking</li><li>• Believe they can make a difference in the world</li><li>• Are solution focused</li><li>• Are confident to take risks</li><li>• Use technology to enable ideas</li></ul>	<ul style="list-style-type: none"><li>• Work respectfully in teams</li><li>• Build on their own and others' strengths</li><li>• Share responsibility with others</li><li>• Communicate well across cultures and disciplines</li><li>• Use technology to facilitate collaboration</li></ul>
REFLECTIVE LEARNERS:	SELF-DIRECTED LEARNERS:	COMMUNICATIVE LEARNERS:
<ul style="list-style-type: none"><li>• Evaluate their own learning</li><li>• Seek and act upon feedback positively</li><li>• Consider the impact they have on others</li><li>• Refine ideas</li><li>• Set ambitious goals</li><li>• Consume technology critically</li></ul>	<ul style="list-style-type: none"><li>• Are owners of their own learning</li><li>• Create their own learning opportunities</li><li>• Actively research and investigate problems</li><li>• Strive for excellence</li><li>• Demonstrate perseverance and resilience</li><li>• Transfer knowledge and skills to a variety of contexts</li><li>• Utilise technology to assist their learning</li></ul>	<ul style="list-style-type: none"><li>• Articulate thoughts and ideas clearly using a range of modes</li><li>• Communicate effectively to different audiences</li><li>• Are open and responsive to new and diverse perspectives</li><li>• Use technology to communicate efficiently</li></ul>





## Curriculum

We encourage all students to strive to do their best academically, so we've designed a curriculum which gives young people multiple opportunities to succeed and position themselves effectively to develop knowledge and learning habits that will last a lifetime.

Guided by the Australian Curriculum and the Queensland Curriculum and Assessment Authority our learning programs for each year level cater for developmental learning stages of our students. The essential skills of literacy and numeracy underpin our academic programs. Our focus is on quality time on task ensuring student learning opportunities are maximised.

### LITERACY

Central to the teaching and learning of all students is the development of language and literacy skills. Students from Prep to Year 6 participate in daily literacy learning, where they are immersed in a balanced approach to reading, writing, speaking and listening. Throughout these learning sessions, students come to appreciate, enjoy and use the English language in its variations of language, literature and literacy. Language elements such as spelling, grammar, punctuation and vocabulary are developmentally sequenced within the strands.

### NUMERACY

The teaching of numeracy aims to develop our student's ability to reason and work mathematically, recognising the connections between the strands of Mathematical Understanding, Fluency, Problem Solving, and Reasoning. Our teaching teams deliver a curriculum that encourages our students to be confident, creative users and communicators of Mathematics enabling them to investigate, represent and interpret situations in their everyday life. Our students learn best when they connect Mathematics to other disciplines of their learning.

### SCIENCE

Our aim is to enhance the students scientific understanding by developing a life-long curiosity about the natural and constructed world that enables them to seek scientific explanations to the phenomena around them. The emphasis of our guided investigative learning approach is to provide students with opportunities to engage in hands-on learning experiences that involve planning, designing, measuring, observing, evaluating procedures, examining evidence, and analysing data.

### HISTORY AND SOCIAL SCIENCE

Our History and Social Science programs encourages students to inquire about the past and develop their curiosity and imagination for the future. Our programs provide students with an understanding of our history which is an essential characteristic of any society. The unit of study are designed to promote the understanding of societies, events, movements and developments that have shaped humanity from earliest times. This understanding helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.



## Teaching and Learning: Specialist Lessons

Highly qualified specialist teachers support the comprehensive curriculum in the following areas:

### CHINESE

你好 Nǐ hǎo!

We offer a Primary Chinese program based on the Australian Curriculum for languages. It is a culturally rich program where students learn through activities, songs, stories and engaging resources. Units of study include self-introduction, family, school life and special celebrations. Students acquire not only communication skills but also an inter-cultural understanding.

Students are provided the opportunity to experience the cultural diversity of the world and its people. Some of the favourite activities students undertake include chopstick racing, dumpling making, Chinese ribbon dancing, fan dancing and Chinese puppet making. This Chinese program aims to cultivate a passion for language learning and encourage students to discover their connection with the world.

### PHYSICAL EDUCATION

Physical Education (PE) lessons form a developmental component of the Primary Campus curriculum. They provide all students from Prep to Year 6 with the opportunity to learn the key skills and rules of a wide range of sports and activities.

The focus in the early years of learning is to support the development of fine and gross motor skills through the Perceptual Motor Program. The Physical Education program also provides students with the opportunity to learn the basic skills and rules of a variety of sports, using modified rules and equipment. As the students progress in skill and knowledge lessons are targeted towards skill acquisition and game play development.

Students in Years 3-6 also participate in Friday afternoon sports, Inter-Clan carnivals and Saturday sports through the Greater Brisbane Conference (GBC) Primary Competition.

### STEM AND THE PRIMARY CAMPUS MAKER SPACE

Students from Prep to Year 6 participate in units of work within the framework of design and investigations. They engage in a process of design, often collaborating and communicating ideas with peers as they develop their solutions.

The Primary Campus Maker Space, known as the Fab Lab, is the result of research into flexible learning environments and contemporary approaches to teaching and learning. It is designed to be used in a variety of ways, providing an ideal location for classes to work collaboratively on class projects and engage with technology. The space is resourced with class sets of Surface Pro devices and iPads, as well as a variety of robotics and digital components with which students can code and create. Construction tools and materials allow students to build prototypes of their ideas and get hands-on with design concepts.



### eLEARNING AND BYOD

The Springfield Anglican College recognises the value of technology in education. We view technology as a tool that enhances the learner experience in the classroom through enriched content, greater accessibility and collaboration, and the opportunity to achieve things that are otherwise impossible. Across the Primary Campus, students enjoy access to engaging content via a

range of online services including English Stars, Math Mentals, Bug Club, Tynker and many more.

These services add another rich layer of learning to our programs and allow teachers opportunities to individualise content for each student. Nexus continues to be a valuable platform for Year 3 – 6 students on the Primary Campus. Used to connect students, staff and parents together, students can participate in a range of learning opportunities, receive College updates and submit due work.

The College BYOD (Bring Your Own Device) program begins in Year 3 with students working on their own Windows device. The Primary Technology Training Program, taught in Digital Technologies in Term 1, provides students with the skills and knowledge they need to care for and use their first learning device at school. All students are provided with free access to the entire Microsoft Office suite of applications and work in digital collaborative spaces with their teachers and peers. Technology tools also provide students with a variety of ways to create their own content. Students develop their own websites, videos, animations, 3D objects and other impressive products to demonstrate their understanding and skill.





## DESIGN AND DIGITAL TECHNOLOGIES

As technology continues to become an increasing presence in our lives, developing understandings around the fundamentals of computer science is an empowering opportunity for young learners. Digital and Design Technologies is taught across the Primary Campus from Prep to Year 6. This specialist subject focuses on developing student knowledge of digital and information system and data, and builds skills that allow students to be the creators of technology solutions. Students are introduced to coding through a visual programming language. Computational thinking and problem solving are key concepts developed through these activities. The Fab Lab contains a range of robotics and interactive components for students to engage with as they explore these concepts. Weekly Technology Club and Holiday Code Camps provide students with an interest in this area and extra opportunities to develop their skills.

eSafety and Digital Citizenship Education are fundamental elements of the Digital Technologies program. These lessons empower students to think critically, behave safely, and participate responsibly in our digital world. This creates a positive school culture that supports safe and responsible technology use.

## THE ROSELLA RESOURCE CENTRE

The Rosella Resource Centre is a well-resourced and inviting environment where students are encouraged to develop an enduring love of reading. It is a popular place at lunchtimes to relax, read or play board games.

During class lessons, Prep to Year 2 students listen to a wide variety of fiction and non-fiction books. Through discussion, students deepen their understanding of text types and literacy features. Students develop the skills to navigate to their favourite parts of the library, whether it be a particular author they enjoy, or a topic they want to read more about, and select a book they wish to take home and share with loved ones.

Students in years 3 to 6 students learn to navigate the library operating system to find the print and digital resources they need. They analyse texts for their features and learn to appreciate the ways authors cater to different audiences. Library lessons support the classroom curriculum and various ways to conduct research on a topic.



CREATIVE ARTS

Creative Arts subjects provide students with unique and crucial skills essential in today's workforce. Students develop knowledge, understanding and skills for creativity, exploration, experimentation and critical thinking. They learn how to express their ideas, emotions and experiences. Students develop transferable skills including gross and fine motor coordination, memorisation, collaboration, critical and creative problem-solving.

Classroom Music

All students from Prep to Year 6 attend weekly Classroom Music lessons and are introduced to reading, creating, listening and responding to music. These sequential lessons are aligned with the Australian Curriculum and utilise the Kodaly Methodology which highlights the importance of vocal and aural skills. Students also learn about music of different cultures, places and times. Music Expression lessons are also delivered weekly to Prep and Year 1 students and are play-based; incorporating singing, movement, performance and games in a fun and exciting format. They are based on the Orff approach using movement and percussive instruments to create music.

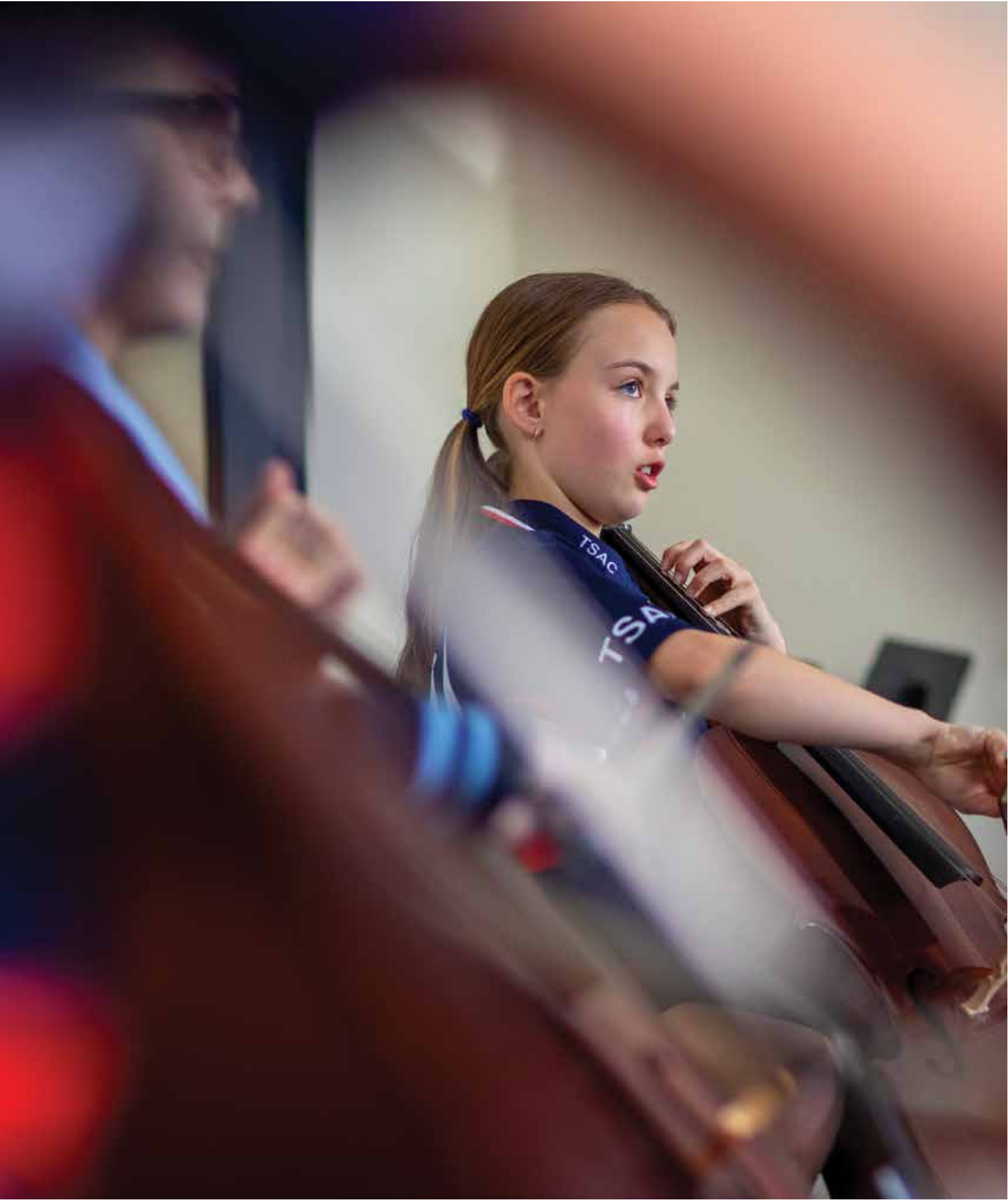
Instrumental Music

Knowledge and skills taught over the initial two-year classroom music period (Prep and Year 1) prepares students for the commencement of the free Instrumental Music Program starting in Year 2. This comprehensive program is delivered in a group setting with highly-qualified professional musicians who are specialists in their chosen areas. In Year 2 all students attend weekly violin lessons. From Year 3, students will continue learning the violin or transfer to the viola, cello or double bass. From Year 4, Instrumental Music skills are further developed with the introduction of orchestral band instruments. Students can remain on their string instrument to extend their skills or be allocated a suitable orchestral band instrument. Students in Years 5 and 6 who choose to continue learning an instrument are strongly encouraged to participate in one of the many music ensembles offered in the Student Life Program at the College. Playing music in an ensemble utilises skills learnt in lessons, builds confidence, enhances collaborative skills, promotes commitment and encourages self-reflection.

Dance

All students in Years 1 to 6 attend weekly Classroom Dance lessons. Students work individually and collaboratively, developing body awareness, and technical and expressive skills to communicate meaning through purposeful movement. Through a variety of tasks, students develop skills in improvisation, choreography, refinement and performance, as well as being able to analyse and evaluate their own and others' dance works.

All Creative Arts students are encouraged to be involved in at least one of the Creative Arts ensembles or activities on offer in our expansive Student Life Creative Arts Co-Curricular Program which includes various music ensembles, dance groups and choirs.



ACADEMIC EXTENSION

In targeting diverse learning needs at the College, we acknowledge and support students of high ability and their specific learning needs. Using best-practice models, the school actively identifies students and provides curriculum programs to extend, challenge and enrich the learning for these students in the classroom learning environment. In addition, the College provides a broad range of co-curricular enrichment opportunities to further provide high-ability students with the opportunity to extend themselves and work with like-minded peers.

The College provides a multi-faceted approach to support students of high ability to optimise their learning.

This includes:

- Differentiation of student learning
- Flexible groupings
- Extension and enrichment programs
- Enrichment through the co-curricular program and external opportunities

LEARNING ENHANCEMENT

Learning Enhancement has supports students from Kindergarten to Year 6, in order to assist them in achieving their academic potential.

We provide a caring, nurturing environment in which every student is recognised as an individual with unique strengths. We believe every student deserves the opportunity to access the curriculum at a level of challenge that is appropriate for them. We provide a continuum of support with intervention at each successive layer, including: curriculum differentiation, intensive learning support teaching and the provision of Support Plans. The College identifies the level of support through informed analysis of student data and ongoing monitoring of individual progress.



## Student Care

Our students are at their best when they feel happy, safe and connected. Know your child is important to us. They are more than just a face in the crowd.

On the Primary Campus, all members of staff place great importance on the wellbeing of the whole child. Teachers ensure that all students receive age-appropriate nurturing, support and guidance. Embedded into our framework for learning, each child is provided with opportunities for social, educational and emotional development.

From the earliest years of schooling, our students are encouraged to be the best person they can be. We support and encourage students to grow by developing a positive growth mindset.

Through the application of age-appropriate lessons and through daily interactions with their teachers and peers, our students develop the confidence to navigate change, be resilient, and to persevere when challenges present themselves. Most importantly, students are encouraged to build strong and positive relationships with their peers and the staff.

From Prep, students are allocated to one of our four Clans: Keith, McDuff, Robertson and Sinclair. Throughout the year, students are given the opportunity join with members of their Clan in events such as swimming and sports carnivals, and creative arts festivities. As the students enter the upper primary years, opportunities are also provided for the students to develop links and positive relationships with the senior students.

A peer buddy system also provides students with additional opportunities to develop positive relationships. The Year 6 students provide a positive role model to the Kindergarten students by supporting them in their various learning activities. The Year 12 College leaders regularly visit the Prep students, building a warm and caring mentoring environment.

The ethos on the Primary Campus is to encourage and recognise student achievement and personal effort across a wide range of activities. Awards and certificates celebrating excellence, high achievement and endeavour are presented to students at Chapel and at special ceremonies. We value building a strong partnership between home and school, and work closely with the parents. Parents are welcomed into the Primary Campus classrooms, at Chapel each week and at our special celebratory events.

### COLLEGE PSYCHOLOGIST

Our College Psychologist works with students to help them flourish academically, socially, behaviourally and emotionally. The Psychologist collaborates with teachers, parents and other professionals to create a safe, healthy and supportive learning environment that strengthens connections between home, school and community for all students.

The primary purpose of the Psychologist's work is to assist the College in addressing the barriers to learning for children and young people, and to improve their educational achievement. Two significant barriers to educational achievement are mental health issues and learning difficulties. As such, the College Psychologist is part of the Student Care and Learning Enhancement teams.

The College Psychologist is available through referral by the Head of Primary to see students. All information discussed is confidential, except where a risk of harm to a person is identified. Information pertaining to the advancement of a student's education may be shared with the Student Care or Learning Enhancement teams with permission from students or parents.





## Student Life

### LEADERSHIP

We believe in the potential of all students to be young leaders.

In Primary schooling, students are encouraged to model and develop growing leadership skills. The staff, through modelling the College values and ethos, work with students to create an environment that is supportive and safe and develop an understanding that leadership is everyone's responsibility to help. An understanding that leadership comes in many different forms assists students in developing skills that will support them through their learning and personal development.

Our Year 6 students are provided with a range of opportunities to develop their maturing leadership skills. Both individually and as a group, they are encouraged to lead by example, and look for ways in which to provide service leadership to assist and support others both within the school environment and wider community. The special Student Leadership Induction Service held at the beginning of the year, awards students with a Year 6 Leadership badge to identify them as our Primary School Leaders. Throughout the year, students take responsibility for a range of activities such as leading Chapel, peer buddies, fundraising, organising games for the younger students, and assisting in the library, tuckshop and sporting carnivals. These events provide authentic learning opportunities to develop their leadership skills.



### OUTDOOR EDUCATION

Through interaction with the natural world, our students are presented with opportunities to develop an understanding of our relationship with the environment, others and themselves. Students develop self-awareness by engaging in a range of challenging outdoor activities. We believe in 'Challenge by Choice'. For some it may be hooking into the abseiling line and looking over the edge, for others it may be discovering how many times can they climb the rock wall.

The purpose of the Outdoor Education program is to develop positive relationships within self, peers, various environments and adventure. The focus throughout the program is to work through appropriate behaviours and attitudes as they impact our vital connections day to day. Our students work towards early stages of personal and social competence, and ethical behaviour as they construct relationships within the cohort, and work towards an attitude of environmental stewardship.

The students are given an integrated approach between practical experiences, the environment and conceptual understandings. They develop self-awareness by engaging in a range of challenging outdoor activities. This enhances personal and group skills, and builds confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics and enhances their leadership qualities and decision-making abilities.

The College has a strong commitment to Outdoor Education experiences. The Outdoor Education program is an important part of the students' school curriculum. All activities have been chosen and sequenced to meet the aims of the camp, and to suit each student's age and abilities. The emotional and physical safety of the students is paramount. During all activities, students are supervised by one College staff member and one specialist instructor, who are skilled in that particular activity and in first aid. Student activity groups are covered by a safety network incorporating mobile phones and local medical support.



## SERVICE

Following in the Anglican tradition of faithful service, the Service Program at The Springfield Anglican College facilitates student learning through meaningful service experiences which encourage and enable our students to positively impact the community. We seek to bring our students and community together in partnership to share resources, meet real community needs, and help to educate our students to become the change agents of tomorrow. Our students are given the opportunity to have a local, national and international impact in our service activities. Our program enhances students' learning by enabling them to practice skills, and test classroom knowledge through related service experiences in the local community.

Our service program enhances intellectual development, helps our students gain crucial moral and ethical skills, and nurtures their social and civic responsibility.

## CO-CURRICULAR

We focus on the development of all aspects of your child's growth.

Through a holistic approach to education, we aim to provide all students with a wealth of opportunities to hone their talents and passions in areas such as the Creative Arts, Sport and through Clubs and Activities.

Research strongly supports students being active participants in Co-curricular programs. Through their involvement, they will have powerful opportunities to develop a range of important attributes, many of which link back positively to academic achievement. Teamwork, self-discipline, organisational skills and the development of emotional intelligence and resilience form some of the clear benefits of such involvement.



## CREATIVE ARTS

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

In Primary schooling, there are many opportunities for involvement in graded string ensembles, guitar ensemble, concert band, choirs and dance troupes. Group lessons for instruments in our co-curricular groups are included as part of the tuition fee. Students have the option to learn violin in Years 2. From Years 3 to 5, all students learn a string or band instrument. Additionally, private individual tuition is available for guitar, singing, piano and a wide variety of wind, percussion and string instruments.

The College has an extensive concert program in which all our ensembles are showcased. College ensembles are featured in eisteddfods across the region and in community events. The Creative Arts Faculty produces a biannual, theatre production, where students from Year 4 and above able to audition for parts in the production or be part of the stage crew.

Every day we see firsthand that involvement in the Creative Arts helps students improve their critical thinking skills, and develop personal attributes including commitment, self-discipline, teamwork and confidence.

## PRIMARY SPORT

The College provides sporting opportunities for students in Primary School.

For students in Years 3 to 6, the College is a member of the Greater Brisbane Conference (GBC) and competes throughout the year against independent schools in a range of sports and carnivals.

The College fosters a philosophy of participation for all, and values the importance of physical activity in a young person's life. Our co-curricular activities are designed to offer opportunities for skill development, good sportsmanship and team spirit. Students are encouraged to participate in the wide variety of 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.

Students have the opportunity of playing Saturday sport against other GBC Schools that encourages a healthy inter-school competition using a home and away fixture system, with a GBC Grand Final being played at the end of the term in each of the respective sports.

For students in Prep to Year 2, the College provides a multi-sport program focused on skill acquisition and introducing a variety of sports.

## CLUBS AND ACTIVITIES

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

Students are invited to be involved in activities such as debating, public speaking and writing events, da Vinci Decathlon and other intellectually stimulating pursuits. Participation with like-minded friends, as well as the opportunity to forge new relationships, are a key part of these co-curricular activities. Equally, developing skills and an appreciation of making a commitment to a group and learning are important aspects of being a member of our community.





# Secondary School

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## PROSPECTUS



The Tiny  
Tartan  
KINDERGARTEN

The  
Springfield  
Anglican  
COLLEGE

Their  
Future.  
Kindergarten  
to Year 12





## Welcome from the Principal

MR STEVEN MORRIS

The Springfield Anglican College is a well-established, mature and successful school. The Secondary Campus, like the Primary Campus, is staffed with many dedicated and skilful professional educators and support staff.

The Springfield Anglican College is widely known for its balanced, holistic approach to students and to their education in the most complete sense of the word. Grounded in Christian values such as Faith, Honour and Service, the Anglican nature of our College encourages us to embrace diversity, accept and honour all people and strive for excellence in moral, intellectual, physical, social and cultural areas of life.

We believe the personal development of students occurs within a community in which young people, parents and staff work together. The support and encouragement of one another within this community enables strong relationships and a connected school. We know people need human connections to feel safe, well, secure and loved. The primary source of these is the family, of course, but a good school provides an extended "family" in which the members are connected to each other, challenged as well as supported and provided with learning experiences and instruction which help them to grow in a balanced way.

Communities need to be small enough for each student to be well-known, and large enough to offer a range of opportunities to cater for most of their interests and abilities. The Springfield Anglican College, on two separate yet connected campuses, provides such wholesome and nurturing communities.

The Springfield Anglican College will continue to provide uninterrupted, high-quality education: faithful to its founding vision, dedicated to honouring all students and staff, and willing to serve the wider and noble cause of educating the next generation to the highest standards of which we are capable.

We welcome you to investigate all we can offer your family.





# Teaching and Learning

Our core business is to provide students with various pathways and opportunities to succeed in their academic studies. Our curriculum is relevant and our pedagogy engaging. We offer support and enrichment programs designed to enable students the prospect to succeed.

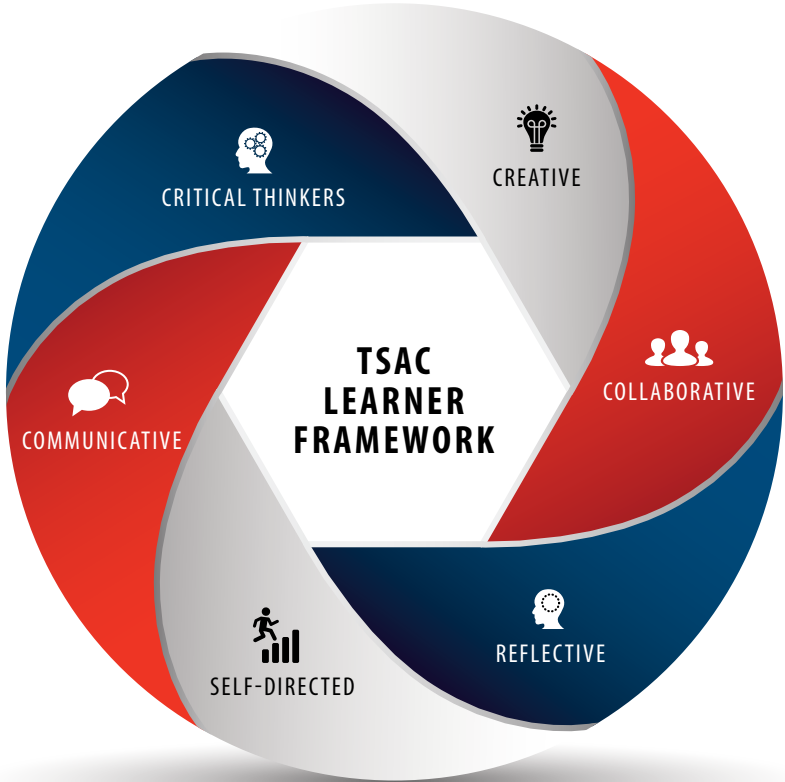
Our Teaching and Learning philosophy places significant emphasis on students developing critical skills which will enable them to be successful in the community and the workforce. Supported by the use of technology, our staff assist students to become creative, communicative, collaborative, self-directed, reflective and critical thinkers. Our curriculum offers flexibility for those pursuing academic learning as well as those wishing to enter vocational study. It balances traditional subjects with the development of key employability skills.

The Teaching and Learning Program in Years 7 to 9 allows students to connect with the Australian Curriculum in meaningful and authentic ways. It allows students to explore their own personal strengths and preferences through a range of elective subjects. This combination makes for a learning experience which students can eventually tailor to their own strengths and preferences.

The Teaching and Learning Program in Years 10 to 12 allows students to deepen the skills they have developed in previous years. In alignment with current educational practices, by having students apply the skills at a deeper level and in more complex situations, it ensures that students are well equipped for the world beyond school. Our vision is to foster an appreciation of the importance of lifelong learning. In addition to a relevant curriculum, students are also offered substantial career guidance where they can explore career pathways and make well-informed decisions. Students engage with the senior assessment and tertiary entrance procedures whilst working towards a possible Australian Tertiary Admissions Rank (ATAR).

Vocational offerings are available to Year 10, ranging from Certificate I to Diploma courses. Students also have the option to undertake a university subject whilst in their Senior years.

Before and after-school tutoring is also offered in some subject areas to assist students in gaining necessary additional assistance, or to further extend their ability and understanding within the subjects offered.



CRITICAL THINKERS:	CREATIVE LEARNERS:	COLLABORATIVE LEARNERS:
<ul style="list-style-type: none"><li>• Locate, analyse and critique information</li><li>• Explore critical questions</li><li>• Consider diverse perspectives and values</li><li>• Identify patterns and connections</li><li>• Use various types of reasoning</li><li>• Use technology to enhance critical thinking skills</li></ul>	<ul style="list-style-type: none"><li>• Seek opportunities to be entrepreneurial</li><li>• Design and solve real world problems</li><li>• Are innovative in their thinking</li><li>• Believe they can make a difference in the world</li><li>• Are solution focused</li><li>• Are confident to take risks</li><li>• Use technology to enable ideas</li></ul>	<ul style="list-style-type: none"><li>• Work respectfully in teams</li><li>• Build on their own and others' strengths</li><li>• Share responsibility with others</li><li>• Communicate well across cultures and disciplines</li><li>• Use technology to facilitate collaboration</li></ul>
REFLECTIVE LEARNERS:	SELF-DIRECTED LEARNERS:	COMMUNICATIVE LEARNERS:
<ul style="list-style-type: none"><li>• Evaluate their own learning</li><li>• Seek and act upon feedback positively</li><li>• Consider the impact they have on others</li><li>• Refine ideas</li><li>• Set ambitious goals</li><li>• Consume technology critically</li></ul>	<ul style="list-style-type: none"><li>• Are owners of their own learning</li><li>• Create their own learning opportunities</li><li>• Actively research and investigate problems</li><li>• Strive for excellence</li><li>• Demonstrate perseverance and resilience</li><li>• Transfer knowledge and skills to a variety of contexts</li><li>• Utilise technology to assist their learning</li></ul>	<ul style="list-style-type: none"><li>• Articulate thoughts and ideas clearly using a range of modes</li><li>• Communicate effectively to different audiences</li><li>• Are open and responsive to new and diverse perspectives</li><li>• Use technology to communicate efficiently</li></ul>



## Subjects

The core subjects, in line with Australian Curriculum requirements, assist in equipping students with the fundamental knowledge and skills to be successful. We believe that it is important for students to have the opportunity to exercise choice through elective subjects, enhancing the breadth of experience in subjects they are interested in, in order to prepare a pathway for their future.



### Mathematics Faculty

We believe that the academic and personal success of students is dependent upon their learning experiences and the development of their core skills. These experiences not only engage students in the curriculum but foster confidence, communication and collaboration skills in problem solving and STEM (Science, Technology, Engineering, Mathematics) environments. The Mathematics Faculty takes real world industries and elements, such as coding, and embeds these within the curriculum for all students.

We also connect students with organisations to collaborate in teams and solve problems beyond the traditional classroom environment. In Mathematics, creative and specific learning environments are created to provide an atmosphere for teachers to best support and extend students' mathematical abilities.

The Mathematics curriculum has been designed to be engaging and delivered in a manner that is critical and collaborative in nature. This is done through evidence based decision making. Learning experiences are key to this and we provide students with access to technology to replicate real world thinking and scenarios to conduct open enquiries and research. This allows students to build on their knowledge base across a range of mathematical disciplines.

Mathematics subjects are compulsory across all year levels including the elective options in Years 11 and 12.



### Science Faculty

Our Science Faculty focuses on the key fundamentals and principles that shape lives currently and into the future. Biology, Chemistry, Physics as well as practical sciences are studied in a manner that is exploratory and engaging. An emphasis is also placed on the academic rigour required to develop skills which are collaborative, analytical, self-directed and reflective, to enable students to undertake informed decision-making processes.

Our Thinking Science Program enables students to explore their natural curiosity about the scientific world that surrounds them through interactive enquiry based learning. In addition to the traditional sciences, Psychology is available as an elective in the suite of elective subjects.

Students build upon the notion that studies in the sciences are not static in their understanding and application. 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.

In Years 7 to 9, Science is compulsory and introduces concepts and skills requisite for the elective options in Year 10 to 12.

### English and Languages Faculty

The English and Languages Faculty supports students to become reflective learners and critical thinkers, with the ability to work independently and collaborate with others. Within English, students are assisted to become confident communicators, imaginative thinkers and informed, empathetic citizens. Our program supports and extends all students. A balance is sought between foundation literacy skills and embracing technological innovations, enabling students to collaborate and access the curriculum at a level appropriate to their individual needs.

A literacy program supports students in Year 7, helping them to become confident in traditional literacy skills. Students also embrace technology to collaborate and access the curriculum at a level appropriate to their individual needs.

Our choice of foreign language available to students is Mandarin Chinese. Throughout this subject, students develop the core skills of reading, writing, speaking and listening, aided by technology.



### Humanities Faculty

The Humanities Faculty focuses on the core subjects of Geography and History, with students connecting with local, national and global communities to analyse the world in which they live and develop a solid foundation of understanding, skills and values. Students are also encouraged to create new ideas and apply these across subject disciplines in real-world situations.

In Years 7, 8 and 9 students study the core subject of Philosophical Inquiry. During these lessons, students are learning how to think, not what to think. They consider big issues which are fundamental to the way we live our lives and learn to be respectful of others' ideas. Students also learn to listen to one another and demonstrate respect during disagreements. They also develop the skills to explore and consider alternative viewpoints and recognise flawed reasoning. Philosophical Inquiry develops students who are confident, collaborative critical thinkers with a strong moral and social conscience.

The Humanities Faculty maximises the learning experiences of all students through experiential learning and infusing critical thinking skills via a real-world curriculum. Subjects within the Humanities Faculty include Philosophy, Business, Geography and History.

The Humanities Faculty seeks to help students develop the dispositions and competencies based on the 21st Century skills. Every student has an analytical and open mind, who appreciates the interconnectedness between the physical and human environments, past and present events, so as to develop a wider perspective of the world around them.

Inquiry based learning is employed as the main approach, to encourage the development of skills such as collaboration, communication, creativity, critical thinking, reflection and self-direction.

Business, geographical and historical investigations provide the platform for real learning experience based on the principles: authenticity, relevancy and life-long learning.

### Design and Technology Faculty

Within the Design and Technology Faculty students learn the skills needed to thrive and lead in an ever-changing landscape where skills in digital literacy will be key to their future success. They also have the opportunity to be involved in various collaborative problem-solving tasks such as Robotics Challenges.

Subjects within this faculty include: Design, Engineering, Graphics and Interior Design, Digital Solutions, Digital Technologies, Design and Technologies and Engineering. All subjects are extremely beneficial in developing skills such as critical thinking, entrepreneurship, collaboration, creativity, innovation and problem solving. Students learn about the interrelationship between business, enterprise and technology. Through exposure to real-world problems, students use innovative thinking to analyse impacts from a local, national or global perspective.

All subjects rely on relevant and up to date technology in order for students to expand on the skills necessary in a digital world. All students learn the language of coding and how it can be applied in a range of situations.

The application of design solutions can lead to discoveries, new learning, and innovative approaches to understanding and solving problems. Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling data sets, students identify trends to examine sustainable solutions to problems.

These subjects can be extremely beneficial in developing skills such as critical thinking, collaboration, creativity, innovation and problem solving. In addition, students are provided with opportunities to study and experience the impact of technology on society, ethically and environmentally within the context of their work.

### Creative Arts Faculty

Subjects within the Creative Arts Faculty provide students with unique and crucial skills essential in today's work force. In Years 7 and 8, all students study Dance, Drama, Music and Visual Art, where they are encouraged to develop their ability to creatively approach tasks, work with others and solve problems. Students learn to be adaptive, flexible, reflective and expressive, while developing a strong sense of self. These subjects are then offered as elective subjects from Year 9, as well as Media Arts, which provides a foundation for Film, T.V and New Media in the Senior phase of the curriculum.

Instrumental Music is also available to all students during the school day. Students undertake lessons in a group setting, with highly qualified professional musicians who are specialists on their chosen instrument or instruments. Ensembles, including bands, string groups and choirs, are also available to students.

In Years 10 to 12 (Senior), the Creative Arts Faculty allows students who either wish to extend their ability in the Arts or who wish to undertake the subject for enjoyment to study all of the arts subjects, as well as specialise in Music Extension in Year 12.

Learning within the Creative Arts encourages the development of invaluable skills such as flexibility, reflection, critical thinking, problem solving, collaboration, creativity and expression, while developing a strong sense of self. Creative Arts staff enable students to fully develop these skills by embedding technology within appropriate components of the curriculum.





### Health and Physical Education Faculty

The Health and Physical Education Faculty provides an engaging, dynamic and collaborative approach to teaching and learning. Health and Physical Education (HPE) is compulsory for all students. The HPE curriculum is aligned with the Australian Curriculum standards and is designed to expand students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, social and sporting situations. Each unit is designed to enhance students' confidence in their physical abilities, provide avenues where students can practice team work and create a safe and enjoyable environment for students to participate in physical activity.

Elective subjects offered in Years 9 and 10 include elective Physical Education and elective Health. Students studying elective Physical Education can apply their knowledge of concepts such as biomechanics, analysis of performance, skill acquisition and training principles to enhance their own performance in a variety of sporting pursuits.

Elective Health engages students in strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, this subject offers students an action, advocacy and evaluation-oriented curriculum. Health requires students to critically analyse health information to investigate sustainable health change at personal, peer, family and community levels.



### LEARNING ANALYTICS

Learning Analytics is the process of using school data, statistical analysis and modelling to gain insights into student performance. It gives school leaders, teachers, parents and students access to rich academic data which informs teaching practice and school management.

The Learning Analytics platform provided by the College is a comprehensive educational data analysis solution which aggregates, analyses, and publishes academic data in real-time. Our students and parents have access to results as they are recorded within the platform, which they can use to monitor progress and create targets to aim for to improve their academic success.

### ACADEMIC ENRICHMENT

The College-wide approach to academic extension is led by the Head of Academic Enrichment, in close consultation with the Director of Teaching and Learning and Heads of Faculty. This ensures that all programs encourage personal academic excellence through the application of inquiry-based learning and higher order thinking skills. The collaborative design of the curriculum allows students opportunities to tackle complex, challenging and open ended problems that promote higher order thinking skills, and meaningful tasks with practical application and collaborative student-led projects.

Academic Enrichment Program has three areas which include:

1. Focused extension programs
2. Flexible groupings
3. Differentiation of student learning.

### 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 College. We understand that the emotional wellbeing of students is fundamental to their academic success, and so we offer a holistic approach that develops students' understanding of wellbeing through explicit teaching of strategies to develop growth mindsets, grit and wellbeing. These programs are supported by various external providers who visit the College to share their expertise in these areas.

We pride ourselves on having a safe and welcoming community, where all people are valued for the person they are and the contribution they make. With our Anglican ethos underpinning all of our behaviours, we aim to educate our students to be compassionate, caring and positive contributors to our community and society beyond school.

As our students develop into young adults, the decisions they are required to make take on more significance and the factors that impact on their thinking become more powerful. We want our students to understand the way that their brains work, and be aware of their strengths so that they can make good decisions and choices. To assist them in achieving this, we provide a series of programs and support mechanisms which are designed to raise awareness of key issues that Secondary students may encounter such as social media reputation, sexting and managing stress. We also focus on academic growth with dedicated programs designed to generate good study habits through our Elevate Education course, and a series of sensitively delivered sessions in mental health through a program called batyr, where expert speakers raise awareness about peer support and how external agencies of support can be accessed.

In addition, our staff members take a real interest in their students, so that each of them is well known and cared for. We pride ourselves on the strength of our community, and the strength of the relationships between the College and home. Our belief is that the strength of these relationships means that during adolescent years which can sometimes present academic, social and health challenges, all students are supported every step of the way.

## CLAN SYSTEM

Central to our ability to deliver quality student care is our a Clan structure, with each student at TSAC belonging to one of our four Clans: Keith, McDuff, Robertson and Sinclair. Each Clan fosters an inclusive family mentality where each person is valued and cared for.

Each Clan is overseen by a Head of Clan, who comes to know and understand each student in their care as they progress through the College. In addition, from Year 8 until Year 11, students are placed in vertical form groups and spend four years with the same form tutor who becomes the first port of call for parents. The combination of form teacher and Head of Clan allows for strong links between home and school, and ensures that each child is well known, and is exceptionally well cared and catered for.

Whilst Year 7 students spend more time with their core teacher in form groups as part of their transition to the Secondary Campus, each student remains a part of the Clan, and is fully involved in all of the activities and spirit of their Clan under the guidance and care of their Head of Clan. As a further support mechanism, our Year 12 Coordinator takes an active role with our most senior students. They receive a specialist program led by the Year 12 Coordinator, whose role also includes supporting them and organising events for them, to ensure that every step of the journey in their most important school year is well planned, productive and memorable.

## MIDDLE SCHOOLING

As children grow into adolescents, their wellbeing is significantly enhanced by an understanding of the ways in which their brain works, and by being introduced to the concepts of Positive Education. In Secondary School, implicit and explicit teaching of Positive Psychology skills and principles is employed to assist in this. The overarching principles of these programs are to empower students to tackle real time issues with resilience, mindfulness and perspective.

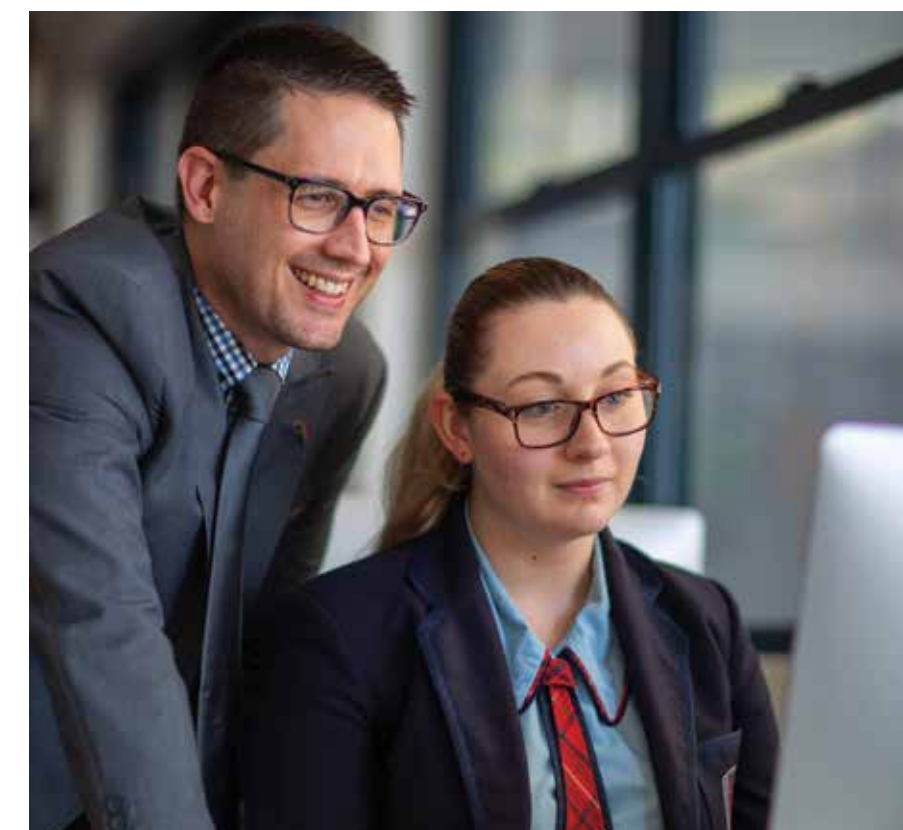
The aims of Positive Education are to:

- Increase the experience of positive emotions in our students.
- Encourage students to engage their signature strengths for personal and community goals.
- Allow students to understand how their brains and emotions work and change in this important stage of their development.
- Engage students to live meaningful lives to find purpose and make a difference to our communities at large.

Adolescence is a time of considerable change both physically and emotionally. Through this transitional phase, students are supported through the role of the Head of Secondary, who works closely with the Heads of Clan and form teachers to ensure that each child is well cared for.

The Middle School phase concludes with a full year course in Year 9 called 'The Rite Journey', a College program designed for Year 9 students which places strong emphasis on helping young people as they journey from adolescence to adulthood. The program encourages students to better understand who they are, what they value and to develop their emotional intelligence and resilience. Students are also encouraged to engage in issues affecting the local community and wider world.

The College also offers a variety of co-curricular activities and a range of specialised programs to Secondary School students to allow them to challenge themselves and develop a sense of belonging.





## COLLEGE PSYCHOLOGIST

The College Psychologist at The Springfield Anglican College works with students to help them flourish academically, socially, behaviourally, and emotionally. The psychologist collaborates with teachers, parents, and other professionals to create a safe, healthy and supportive learning environment that strengthens connections between home, school and the community for all students.

Psychologists in schools apply their psychological and educational expertise to help students achieve academic success, psychological health, and social and emotional wellbeing. The primary purpose of the psychologist's work is to assist the College to address the barriers to learning for children and young people, and to improve their educational achievement. Two significant barriers to educational achievement are mental health issues and learning difficulties. As such, the College Psychologist at The Springfield Anglican College is part of the Student Care and Learning Enhancement teams within the College.

In recognition of the importance of a thriving community for the healthy development of staff and students, the College Psychologist is also involved in a range of initiatives and activities throughout the College.

The College Psychologist is located on the Secondary Campus and is available by referral by the Head of Secondary to see students and staff. All information discussed with the psychologist is confidential, except where a risk of harm to a person is identified. Information pertaining to the advancement of a student's education may be shared with Student Care or Learning Enhancement teams with permission from students or parents.

## CHAPLAINCY

The College Chaplain plays a vital role in supporting the social, emotional and spiritual wellbeing of the College community, and enhancing the efforts of other care professionals. Moreover, it serves to foster a Christian ethos, atmosphere and culture within the College. A key facet of the Chaplain's role is to build relationships and connections with the students and staff, their families and the wider community. Student Care is offered in a variety of ways, including supportive conversations, structured resilience and grief programs and assisting with creating that all-important network of support.

Our RaVE Program, (Religious and Values Education) offers students opportunities to develop and broaden their understanding of the Christian faith and other world religions. In Year 9, our students have the opportunity to participate in a unique Rite of Passage experience called The Rite Journey. This year-long program enables students to challenge themselves, create a greater awareness of oneself and the experiences and influences that have forged and continue to forge their character and sense of identity. Students are supported as they set goals, face challenges and reflect on experiences; all of which stimulate personal growth, transformation and resilience.

The Chaplain also provides guidance to the student-led Social Justice Group. This aims to apply Anglican values to current social justice, human rights, development and peace issues in Australia and overseas, and to speak out against injustice, the abuse of human rights, poverty and violence in favour of change for a more just society.







## Student Life

We believe that the important learning experiences that a school provides happen in and outside of the classroom, and our vibrant and varied student activities and co-curricular programs are vital in allowing us to achieve our goals of educating the mind, body and spirit of our students.

### CO-CURRICULAR

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

At TSAC, we are also committed to providing opportunities for every student to be at their best. For some students, they are at their best in their co-curricular undertakings – and we encourage, value and celebrate their contributions.

Research strongly supports students being active participants in co-curricular programs. Through their involvement, they have great opportunities to develop a range of important attributes, many of which link back positively to academic achievement. Teamwork, self-discipline, organisational skills and the development of emotional intelligence and resilience are some of the clear benefits of such involvement.

Whichever sport, club or activity your child chooses or participates in, we are confident that they will receive committed coaching, tuition, encouragement and support which will be rewarding. Our co-curricular programs are designed to allow casual participation for those that simply want to give something a try, while also giving elite performers the opportunity to pursue excellence.



### SPORTS

The College provides sporting opportunities for all students in Secondary School. The College is a member of the Greater Brisbane Conference (GBC) and competes throughout the year against independent schools in a range of sports and carnivals.

The College fosters a philosophy of participation for all, and values the importance of physical activity in a young person's life. Our co-curricular activities are designed to offer opportunities for skill development, good sportsmanship and team spirit. All students are encouraged to participate in the wide variety of 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.

Students have the opportunity of playing Saturday sport against other GBC Schools that encourages a healthy inter-school competition using a home and away fixture system, with a GBC Grand Final being played at the end of the term in each of the respective sports.

Advanced teams also have the opportunity to compete in elite external competitions such as the All Schools Touch Championships, Queensland Schools Volleyball Championships, Uhlisport Cup (Soccer) and the ISSA Cup (Soccer). Fixtures are played after school during the week. Talented athletes also have the opportunity to advance through the Representative Met West School Sport Program.



## CREATIVE ARTS

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

There are opportunities for students to be involved in graded string ensembles, guitar ensemble, concert band, choir, rock band, percussion ensemble, drama troupe, dance troupes, visual art and media clubs. Group lessons for instruments in our co-curricular groups are included as part of the tuition fee. Additionally, private individual tuition is available on a user-pays basis for guitar, singing, piano and a wide variety of wind, percussion and string instruments.

The College has an extensive concert program in which all our ensembles are showcased. College ensembles are featured in eisteddfods across the region and in community events. The Creative Arts Faculty produces a biannual theatre production, with students from Year 7 and above able to audition for parts in the production or be part of the stage crew.

We value the Creative Arts highly at our College. Every day we see firsthand that involvement in the Creative Arts helps students to improve their critical thinking skills, and develop personal attributes including commitment, self-discipline, teamwork and confidence.



## CLUBS AND ACTIVITIES

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

Students are invited to participate in activities such as debating, public speaking and writing events, da Vinci Decathlon and other intellectually stimulating pursuits. Participation with like-minded friends, as well as the opportunity to forge new relationships, are a key part of these co-curricular activities. Equally, developing skills and an appreciation of making a commitment to a group and learning are important aspects of being a member of our community.

## SERVICE

The Springfield Anglican College has a strong commitment to providing students with service experiences, to assist them in understanding their privileged place in the world, their power to facilitate positive change, and experience the fundamental ways in which being other person centred can be good for their own wellbeing. Our service program, which operates on a local, national and global scale, emphasises spiritual nourishment, social justice, leadership, physical activity, creativity and global citizenship. Experiences such as this also ensure that every student knows and understands the value of teamwork, fair play, resilience and perseverance. They can also provide the types of thought provoking and challenging experiences, in a safe and controlled environment, which help students mature and gain perspective.



## STUDENT LEADERSHIP

Providing leadership opportunities to all students is a vital part of the Secondary years. All Secondary students are encouraged to develop their own leadership potential through our Leadership Program that asks students to:

- Understand different strengths that individuals might bring as a leader
- Appreciate the diverse skill sets required for successful teams and projects
- Consider their own strengths as a leader and what they might contribute to a group

Employers today are looking for people who show leadership skills, initiative and who can work collaboratively with others. The Springfield Anglican College Leadership Program helps develop tomorrow's leaders from your child's unique set of personal skills.

The College encourages all Secondary students to lead where they can, be that on the sports field, in creative arts, as an academic mentor or in creating positive change to their communities in Social Justice groups. We believe by recognising, developing and celebrating individual abilities, all students can grow to lead in areas where they have strengths. So, no matter what set of skills your child has, they will be able to exercise them during their Secondary Schooling.



All students in Year 9 are considered leaders of Middle School, with a number of students holding formalised leadership roles. Year 9 students who take on these formal roles as leaders have shown that they possess the qualities required of a school leader. These qualities are demonstrated through personal leadership skills, pride in the College, respect for students, staff and the wider community, as well as actively being a good role model to and being a representative of other students, it is also pertinent that these students demonstrate a sound work ethic with respect to academic studies. These roles are Male and Female College Captain, Sport Captain, Creative Arts Captain and Service Captain. They are required to lead whole College assemblies and are an integral part of College Committees. Leadership is also shown in non-formal roles where Middle School students are encouraged to lead change within the College in Social Justice or Environmental projects.

To prepare students for Secondary Year Leadership positions, Year 11 students attend a special Leadership Camp in Term 1 where they are challenged to understand different types of Leadership. Opportunities are provided for formalised leadership roles in Year 12, with twelve elected roles voted for by staff and students.

## OUTDOOR EDUCATION

The Springfield Anglican College has a strong commitment to Outdoor Education experiences and integrates camps into the school year. These experiences form part of the students' powerful learning journey, for it is on camp that they are provided opportunities to be resourceful, take safe risks and work as part of a team. Being outside of their comfort zone, in a supportive environment, is an excellent way of preparing young people for the challenges that they will face in life, to develop positive relationships within self, peers, various environments and adventure, and a highly effective way of allowing them to develop the coping mechanisms necessary to overcome the associated challenges.

Our developmental and sequential outdoor education experiences have been selected to suit the students' age and abilities. At all times the emotional and physical safety of the students are paramount, and outdoor education experts and teaching staff provide the safe environment for student experiences. Our commitment to differentiation is also evident in our outdoor education programs, with all students given the opportunity to opt into the level of difficulty that they are comfortable with through our 'Challenge Through Choice' option.

Students are involved in off-site outdoor education programs that are facilitated by external service providers in collaboration with College staff. Examples of activities included in the Outdoor Education program are rock climbing, abseiling, mountain biking, orienteering, canoeing and problem solving.

Throughout the program students will experience living in a range of different settings such as national parks and coastal environments. Overall, the Outdoor Education Program offers every student a range of opportunities that can assist with the development of the whole person.



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



**The  
Springfield  
Anglican**  
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**Their  
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Kindergarten  
to Year12