Springwood Central State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Springwood Central State School** from **28 February** to **4 March 2019**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report. For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Tracey Chappell	Internal reviewer
Clare Grant	External reviewer

1.2 School context

Location:	Dennis Road, Springwood
Education region:	South East Region
Year opened:	1977
Year levels:	Prep to Year 6 with Early Childhood Development Program (ECDP)
Enrolment:	319.4 – Prep to Year 6 15 – ECDP
Indigenous enrolment percentage:	4.5 per cent
Students with disability enrolment percentage:	15.5 per cent – Prep to Year 6 19 per cent – including ECDP
Index of Community Socio-Educational Advantage (ICSEA) value:	982
Year principal appointed:	2015
Day 8 Staffing Teacher Full-time equivalent numbers:	30.79
Significant partner schools:	Springwood State High School
Significant community partnerships:	Young Men's Christian Association (YMCA), Police-Citizens Youth Club (PCYC), Springwood Church of Christ
Significant school programs:	Daily 5, Daily 3, What I Need (WIN), You Can Do It! (YCDI)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, deputy principal, Head of Special Education Services (HOSES), Business Manager (BM), 13 teachers, Science Technology Engineering and Mathematics (STEM) teacher, three inclusion teachers, curriculum teacher, ECDP teacher, music teacher, Language Other Than English (LOTE) teacher, physical education teacher, 10 teacher aides, administration officer, playgroup coordinator, 41 parents, 79 students, cleaner, guidance officer, chaplain, tuckshop convenor, playgroup volunteer and three Parents and Citizens' Association (P&C) members.

Community and business groups:
- Five breakfast club volunteers, YMCA breakfast club coordinator and Springwood Church of Christ Pastor.

Partner schools and other educational providers:
- Principal of Springwood State High School, Springwood early learning centre staff member and PCYC Outside School Hours Care (OSHC) staff member.

Government and departmental representatives:
- Councillor for Division 1 Logan City Council, State Member for Springwood and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2018 and 2019	Strategic Plan 2016-2019
Report cards	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
Staff Handbook	Report Card Writing Guide
School pedagogical framework	Pensieve 2019 and support document
Assessment and Monitoring Schedule	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
ICP Handbook	Headline Indicators (October 2018 release)
Positive Behaviour for Learning documents	Inclusion Handbook
School Support Team Handbook and Referral Process	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

A 2019 purpose of '*through effort, working together and inclusion, our students succeed'* has been developed by the school.

The school leadership team recognises the importance of professional learning in developing high quality teaching. The work of staff members reflects the belief that their role is to support the learning needs of students and teaching staff members are committed to improving their teaching to achieve this purpose. They strive to provide a caring and supportive educational environment.

School staff demonstrate an understanding of the importance of positive and caring relationships to successful learning.

There is a commitment by staff members to the wellbeing and learning of each student. The school promotes a belief that is reflective of high expectations that students will learn successfully. Parents are appreciative of the care and support that staff have for their child and report that teachers are always welcoming and approachable to discuss their child's progress.

A team governance structure that provides opportunity for staff to discuss school programs and teaching and learning is developed.

The structures include Professional Learning Teams (PLT) for teachers to reflect on teaching and learning, school committee teams including Positive Behaviour for Learning (PBL), curriculum, Information and Communication Technology (ICT), wellbeing, events and marketing, Parents and Citizens' Association (P&C) and a learning leaders team that aim to provide strategic advice and decision making for the school. Some staff believe that the different level of teams should provide transparent decision making that supports student learning and teacher professional growth. Some teachers believe that feedback regarding the implementation of some initiatives is not always progressed from the PLT.

An improvement agenda is developed by the school and includes three priority areas that sit under the umbrella of inclusion.

The identified priority areas of the school include sustained improvement in literacy, creating a positive school culture, and sustained improvement in numeracy. The principal articulates that strategies to achieve the priorities include building educators' capacity, increasing student engagement and creating a safe, beautiful and functional school. Some staff are yet to be clear in their understanding of the improvement agenda and the associated strategies to be implemented to achieve improvement in each of the areas.

PBL is used by the school as the framework for providing support for student behaviour, learning and wellbeing.

Positive recognition strategies are featured, with regular communication regarding the school's expectations. Student success is celebrated on parades. VIVO rewards, recognising positive behaviour, are viewed positively by students. A PBL committee meets fortnightly to review behaviour data to inform priority focus areas for the coming weeks. A number of staff report that some areas of PBL do not appear to have gained traction across the school. A number of staff members express a degree of concern regarding inconsistencies in implementing agreed strategies and consequences.

The school has a sequenced plan for curriculum delivery known as the Guaranteed and Viable (G&V) curriculum.

The plan articulates what teachers should teach and what students should learn across the dimensions of the Australian Curriculum (AC). The school focuses attention and energy on priority curriculum areas of literacy and numeracy. An explicit and coherent curriculum plan that incorporates all elements of the AC including content descriptions, general capabilities and the cross-curriculum priorities is yet to be developed.

A range of pedagogical structures is utilised by the school and are aligned to current practice and research.

The school's high-yield pedagogical approaches are based on Hattie's[1] Visible Learning – *Six signposts towards excellence in education.* Teachers articulate that there is a range of pedagogical approaches expected to be used as part of their teaching. Most staff acknowledge the importance of the evidence-based approaches and the link they have to 'high effect size' in student learning growth. The principal recognises the need to develop clarity of staff understanding and application of the school's agreed pedagogical practices. The principal believes that this will support greater consistency and alignment of teaching practice across the school in the delivery of the AC and school programs.

Teaching practices across the school reflect the belief that students are at different stages in their learning and progress in different ways.

Students speak positively of the efforts of their teachers and teacher aides in providing a range of interesting learning opportunities. The school uses a structured and consistent process of utilising SMART (Specific Measurable Achievable Realistic Timely) goals to inform their learning and this is used to provide intensive and focused support for individuals and small groups of students. What I Need (WIN) is a model used to provide additional support and instruction to assist students to achieve their goals. Teachers identify where students are in their learning and identify the targeted instruction that is required for them to meet their goals. Student progress is closely monitored and the instruction is adjusted as frequently as is required.

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[1] Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* New York, NY: Routledge.

A number of partnerships are established within the school community and are greatly valued and utilised by the school.

The school has a committed P&C that provides support through regular fundraising efforts to assist the school with a range of resources. There are multiple partnerships with a range of local organisations and agency groups within the community that target and support student learning and wellbeing. The parent community is highly supportive of the school with many parents having attended the school themselves.

2.2 Key improvement strategies

Collaboratively review the team organisational structures and processes in prioritising transparent decision making whereby staff feedback is valued and professional trust amongst all staff members is enhanced.

Use school performance data to collaboratively develop a narrow Explicit Improvement Agenda (EIA) that identifies a key improvement area with identified targets, agreed strategies for implementation, success checks and timelines.

Collaboratively review the PBL processes within the school to identify aligned and agreed expectations that focus on the consistent implementation of strategies and consequences for the management of student behaviour.

Collaboratively develop a whole-school curriculum plan aligned with the AC utilising regional expertise that incorporates all dimensions including content descriptions, achievement standards, general capabilities and the cross-curriculum priorities.

Collaboratively refine the school's pedagogical framework to include whole-school agreed pedagogical practices aligned to the EIA, and include the building of staff capability in the implementation of the practices through professional learning and modelling.