



# School Improvement Unit Report

## Springfield Central State School Executive Summary





## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Springfield Central State School** from **31 October to 2 November 2016**.

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 consider in consultation with its regional office and school community.

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

The 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.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Randall Pointing	Peer reviewer
Lynne Foley	External reviewer

## 1.2 School context

<b>Location:</b>	Grande Avenue, Springfield Central
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	2011
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	694
<b>Indigenous enrolment percentage:</b>	4.8 per cent
<b>Students with disability enrolment percentage:</b>	1.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1018
<b>Year principal appointed:</b>	Term 2, 2016 (acting)
<b>Full-time equivalent staff:</b>	34
<b>Significant partner schools:</b>	Springfield Lakes State School, Springfield Central State High School, Augusta State School, Woodcrest State College
<b>Significant community partnerships:</b>	Lend Lease, Springfield Land Corporation
<b>Significant school programs:</b>	Explicit Instruction (EI), Technology – Robotics, Program Achieve



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, master teacher, Head of Curriculum (HOC), Business Services Manager (BSM), three administration officers, 25 classroom teachers, expert teacher in writing, mathematics committee, technology teacher, guidance officer, Special Education Program (SEP) teacher, behaviour specialist teacher, Support Teacher Literacy and Numeracy (STLaN), Parents and Citizens' Association (P&C) president, school council chair, school council member, 22 parents, 105 students

Community and business groups:

- Representative of Springfield Land Corporation

Partner schools and other educational providers:

- Principal of feeder secondary school

Government and departmental representatives:

- ARD

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2012-2016
Headline Indicators (2015 release)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2016	OneNote curriculum documentation
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	



## 2. Executive summary

### 2.1 Key findings

**A clear vision is established for the school which is expressed and enacted through the school's motto '*raise the bar*'.**

The school's vision is demonstrated with high expectations for student learning and behaviour, students are engaged and happy, relationships and partnerships well developed, and explicit teaching and learning occurring in all classrooms.

**Staff, parents and students have a positive view of the school and express an obvious sense of pride in their involvement with the school.**

Parents report high levels of satisfaction on the quality of their child's education. Many parents and members of the wider community express the view that the professionalism and dedication of staff members is strongly valued within the community.

**School staff members value the establishment of environments that are conducive to learning.**

Staff members are supportive of students and value risk-taking as natural parts of the learning journey for each student. Students report they value the positive relationships they have with school staff members and the ongoing support and encouragement they receive during the learning process.

**A culture of teachers working together and supporting each other within year levels and sharing best practices is well developed across the school.**

The teaching staff view hub meetings positively and use them to assist with implementing strategies for consistency of curriculum planning and classroom practice. This promotes a strong sense of professional collegiality and support across the school which helps to maintain high levels of staff morale and wellbeing.

**The principal and staff members are committed to implementing a broad improvement agenda.**

The improvement agenda focuses on enhancing student learning in writing and numeracy, and enhancing teacher capability. There is good staff buy-in for the various elements of the school's improvement agenda. Staff members are working hard to meet school expectations regarding the implementation of the school's improvement agenda. It is identified that maintaining a narrow and sharp improvement agenda may further assist teacher to embed agreed strategies.



**School staff members are committed to the success of all students and there is a strong belief across the school that all students can learn and achieve.**

Teaching staff and the school leadership team demonstrate an understanding of the need to differentiate learning in classrooms. Teachers work hard to meet required time allocations for each learning area and report they would value more flexibility in organising learning within their classrooms each week to enable greater opportunities for differentiation. Whole-school approaches to differentiation are not yet a feature of every teacher's practice.

**School staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).**

Teaching staff work in year levels teams to develop curriculum units and assessment tasks for collective implementation. A coherent and sequenced whole-school curriculum, assessment and reporting plan, and associated learning area plans, aligned to the AC that makes clear agreed expectations for teaching and learning across all learning areas and the years of schooling are yet to be fully developed.

**The school commenced its journey as an Independent Public School (IPS) in 2016.**

The school council has recently formed and is beginning to support the school in developing the future strategic direction of the school. The school is not strongly connected to a cluster of schools, or working in a partnership or networks with other schools which are on a similar developmental journey.

**The school was established in 2011 and has experienced considerable growth over the last six years.**

The process of responding to increased enrolments is effectively led and managed by the foundation principal. Given the ongoing growth that the school is projected to experience there is a need for strategic emphasis on meeting the needs for the school including facilities, class sizes, space management around the school and the application of financial and human resources. This will provide an ongoing challenge for the principal and school council as they consider appropriate solutions.

## **2.2 Key improvement strategies**

Maintain a narrow and sharp focus for the school's improvement agenda to support classroom teachers to embed collaboratively agreed teaching strategies.

Develop and implement a whole-school approach to differentiation so that it is a feature of every teacher's practice.

Develop a whole-school, sequenced curriculum plan and associated learning area plans, including consideration of general capabilities and cross-curriculum priorities, aligned to the AC.



Develop broad professional networks with schools on similar education journeys, including IPS, to benefit the learning of students and the professional practice of staff members.

Continue to work with regional human resource and facilities personnel to ensure that the future needs of the school are appropriately planned for and implemented.