Springfield Central State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Springfield Central State School** from **27** to **30 April 2021**.

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.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Katrina Jones	Peer reviewer
Anthony Ryan	Peer reviewer
Roberta Barbe	External reviewer

1.2 School context

Location:	Grande Avenue, Springfield Central	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	1072	
Indigenous enrolment percentage:	4.3 per cent	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	2.9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1033	
Year principal appointed:	June 2010	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), acting head of inclusion, Head of Department – Curriculum (HOD-C), guidance officer, Support Teacher Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP), English as an Additional Language or Dialect (EAL/D) teacher, 63 teachers, 15 paraprofessionals, three administration assistants, 143 students, 82 parents, Information Technology (IT) support officer, grounds staff member and five cleaners.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Springfield Land Corporation representative, Corwin Australia representative, Potential Plus Solutions representative and Goondeen project representative and Local Elder.

Partner schools and other educational providers:

- Principal Springfield Central State High School.

Government and departmental representatives:

- State Member for Jordan and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2020
Scales of Proficiency	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	School improvement targets
School pedagogical framework	Professional learning plan
School assessment schedule	School newsletters and website
School Opinion Survey 2019	Student Code of Conduct 2021 - 2023
School based curriculum, assessment and reporting documentation	School differentiation plan and PIE process documentation
Curriculum planning documents and OneNote resources	Headline Indicators (October 2020 release)

2. Executive summary

2.1 Key findings

School leaders and staff live and breathe the school motto of *'Raise the Bar'* so all students can achieve their personal best.

This motto is firmly entrenched within the fabric of the school whereby school leaders are committed to continuous improvement and all teachers are supported and empowered to deliver high quality teaching experiences to ensure every student is learning and progressing. Parents are appreciative of the school's strong focus on a learning culture and the high expectations established for their child's learning, behaviour and improvement. The school is held in high regard in the community, and parents and community members talk positively of the support for students that exists across the school and express great pride in the school being embedded within the fabric of the local community.

Staff members display high levels of professional energy in the work they undertake and are highly committed to building their capability.

Staff speak highly of each other and a strong collegial culture is clearly apparent across the school. Teaching staff are committed to supporting student learning and participate in a number of teams, Professional Development (PD) and inquiry cycles to interrogate data and research new directions for the school. Teachers commit to a number of school teams and are willing to devote the time required to support the school's improvement agenda and their own professional growth. Teachers speak positively regarding the personal and professional support they receive from colleagues.

School leaders are committed to driving and realising improvements in student achievement in reading and English across the school.

Staff express a focus on building knowledge and understanding of the Australian Curriculum (AC), with a focus on English, continues to be a key whole-school priority. Some new and beginning teachers acknowledge a need to continue improving their practice in meeting the school's expectations for teaching reading. Staff strongly believe in the direction of the school and identify the current Explicit Improvement Agenda (EIA) as a significant piece of work that will ensure future success for students and the school community. School leaders acknowledge the importance of continually reviewing and monitoring initiatives and programs to ensure they are effective in continuing to produce desired improvements in student learning and whole-school improvement.

Teachers identify the use of 'Watching Others Make Magic' (WOMM) time as supporting them to develop an understanding of the school's agreed pedagogy and expectations.

School leaders acknowledge that observation, feedback, modelling and coaching are important aspects of the Quality Assurance (QA) of pedagogy. Some teachers articulate a positive change in their practice following observations of peers. Teachers express a desire to have a peer or school leader attend with them at times to discuss what they have

observed. School leaders recognise the need to support classroom practice through instructional leadership and acknowledge the need to ensure agreed school-wide pedagogical approaches and practices are impacting positively on student learning outcomes.

Staff members express the belief that every student is capable of learning success when provided with learning at the appropriate level.

The principal is committed to ensuring inclusive practices and articulates the improvements they would like to see realised across the school. School leaders articulate that an inclusion inquiry planner was started previously and the principal identifies key personnel have re-commenced the process. Over the past couple of years, the number of students with diverse learning needs who require support to access and engage in learning has increased with a similar increase in Support Services Division (SSD) staffing levels. School leaders agree that it is timely to reconsider and redistribute the roles, responsibilities and accountabilities of all SSD team members and communicate these to all staff members.

School leaders articulate that regular analysis and discussion of whole-school student achievement data is essential to driving the school's improvement agenda.

A clearly documented plan for the collection of a broad range of systemic, formative test data and summative assessment tasks is developed. The schedule is divided into year level plans for each cohort from Prep to Year 6. School leaders and many staff members comment on the board range of data being collected, expressing the need to refine the schedule to include summative assessment tasks and specific formative data sets. Staff express the volume of assessments undertaken throughout the teaching and learning cycle impacts on their ability to be responsive to student needs and in covering units of work in depth.

Curriculum leaders and staff members articulate a vision to review the school's core curriculum to develop a local, contextually relevant curriculum.

Many teachers express a desire to further develop their understanding of the AC to allow them to be more actively involved in the curriculum decision-making processes at the school. The school has developed systems to support the development of teacher understanding of the planned and intended curriculum. School leaders acknowledge processes to systematically support and quality assure the intended curriculum is enacted within classrooms are yet to be fully realised.

School leaders and teachers share a conviction that systematic curriculum delivery based on the AC should be contextualised to the needs of student learners.

The school has a documented whole-school curriculum, assessment and reporting plan. The documentation is clearly linked to systemic expectations and priorities. School leaders articulate an understanding that energy and attention must be provided for students to attain the skills and understanding in the priority area of reading. Emphasis has been given to develop processes, teacher capability and resources to support curriculum programs in English.

School leaders and staff are committed to supporting and promoting the endeavours of the school and engaging with the wider community.

The principal encourages parents and families to take an active interest in the school and to become partners in their child's learning. School leaders have purposefully established a number of partnerships with families, local and national businesses, and other educational institutions focused on enhancing student learning opportunities. Parents articulate they feel welcome in the school and find all staff approachable, friendly and helpful. School leaders and staff engage with parents and students at the school gate every morning and afternoon, continuing a tradition established when the school opened.

2.2 Key improvement strategies

Sustain a deep focus on the EIA, with rigorous review processes to ensure signature strategies, approaches and initiatives are continuing to produce desired student and whole-school improvements.

Strengthen an observation, coaching and feedback culture to support the delivery of the agreed pedagogical approaches and practices, and monitor and evaluate their positive impact on student learning.

Collaboratively develop a whole-school philosophy of inclusion and inclusive practices, with clear roles, responsibilities and accountabilities for all staff to ensure every student is progressing.

Collaboratively review the school's data collection schedule to refine the range of data used to inform differentiation, teaching and assessment of learning.

Develop school processes to systematically support and quality assure the intended curriculum is enacted within classrooms.