

Springwood Road State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Springwood Road State School** from **25 to 27 October, 2017**.

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 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

Garry Lacey	Internal reviewer, SIU (review chair)
Mick Quinn	Peer reviewer
Lynne Foley	External reviewer



1.2 School context

Location:	Springwood Road, Springwood
Education region:	South East Region
Year opened:	1974
Year levels:	Prep to Year 6
Enrolment:	588
Indigenous enrolment percentage:	5.6 per cent
Students with disability enrolment percentage:	5.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1011
Year principal appointed:	Term 2, 2017
Full-time equivalent staff:	36
Significant partner schools:	Chatswood Hills State School, Springwood State High School, Rochedale South State School
Significant community partnerships:	The Edge Youth and Community Services
Significant school programs:	Interschool Sport program, Lunchtime activities, Interest groups



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, guidance officer, Head of Curriculum (HOC), Head of Inclusive Education, Support Teacher – Literacy and Numeracy (STLaN), engagement teacher, master teacher, Business Manager (BM), 18 classroom teachers, three Inclusive Education Program teachers, music teacher, Health and Physical Education (HPE) teacher, schools officer, three administration officers, Parents and Citizens' Association (P&C) president, two tuckshop convenors, 19 parents and 56 students.

Community and business groups:

- Coordinator The Edge Youth Mentoring Service.

Partner schools and other educational providers:

- Principal local feeder high school.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

School Improvement Plan 2017	Explicit teaching model
Investing for Success 2017	Strategic Plan 2015-2018
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Curriculum area plans	Curriculum planning documents
School improvement targets	Whole school curriculum plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey



2. Executive summary

2.1 Key findings

There is a broad belief held by the community that staff members establish caring and supportive learning environments.

Staff members work hard to accommodate the range of students from varying backgrounds enrolled at the school. Classrooms present as attractive environments that feature positive relationships with respect and care being central elements of the school's culture. Parents express the view that the professionalism and dedication of staff members are strongly valued within the community.

Students are provided with a range of learning experiences that enable them to develop skills in areas of enthusiasm or interest.

The school promotes music and choral endeavours through its instrumental music and choir programs. All students in Years 4, 5 and 6 have opportunities to participate in an interschool sports program that offers a range of summer and winter sports. Students who do not participate in interschool sport have opportunities to engage in interest groups including gardening, martial arts, dance, art and lawn bowls. Some lunchtime activities are conducted including computers, robotics, science and art clubs. Students report they value the co-curricular learning experiences offered at the school and the time school staff members take to support them.

Many staff members report they are keen to develop professionally, engage with the school's agenda and benefit from support and feedback from school leaders.

Most staff members present as being professionally dedicated with a high level of commitment to their students. Some staff members share a frustration relating to factors that are considered to be limiting the implementation of the school's agenda and potential improvement in student outcomes. The principal recognises the need to collaboratively develop, implement and monitor strategies to enhance the professional culture of the school, promote genuine commitment to the school's agenda, maintain high levels of staff morale and promote wellbeing.

The leadership team clearly articulates the belief that reliable data is critical to monitoring student achievement and overall school improvement.

A schedule for the collection of student data is established that includes standardised assessments in literacy and numeracy. Some teachers informally undertake data analysis to monitor student progress and inform further teaching and learning. Teachers indicate that they are yet to meet with year level colleagues to undertake conversations relating to individual, class and cohort achievement data. The leadership team recognises the need to provide time for teams of teachers to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.



There are three priorities articulated in the 2017 School Improvement Priorities document.

These include improving learning outcomes for students in reading comprehension and writing, and establishing a feedback culture at the school. There is an expectation that students will be engaged in daily activities to develop their skills in these priority learning areas. Conversations with staff members reveal that most are committed to planning and implementing daily literacy blocks in their classroom. Teachers articulate a range of teaching practices being utilised to engage students in reading and writing learning experiences with commonly agreed ways of teaching these yet to be established and embedded across the school. The school's leadership team is committed to working with teachers to define the agreed non-negotiable teaching practices relating to this agenda and determining what this looks like in their classroom.

Teachers are provided with release time for a half-day each term to plan curriculum units with the support of year level colleagues.

Most teachers report they value the time given to plan their curriculum units and collaborative planning is undertaken in all year levels. It is apparent that ongoing collegial support and year level collaboration on curriculum are variable across year levels. This impacts on consistent implementation of curriculum units across year levels with some teachers preferring to implement their own learning experiences and assessment tasks. All teachers are yet to commit to consistent implementation of planned curriculum units and assessment tasks to provide horizontal and vertical alignment of the curriculum within year levels and across the years of schooling.

The principal has established an extended leadership team to support the implementation of the school's strategic agenda.

The leadership team reports that it is increasingly difficult to balance operational tasks with instructional leadership to support curriculum implementation designed to improve student outcomes. A draft statement of roles and responsibilities is developed for members of the school's leadership team. The principal recognises the need to develop a more detailed statement of roles and responsibilities that includes key actions, accountabilities and implementation timelines for all school and teacher leaders that are communicated to all staff members, appropriately actioned and regularly reviewed.

The school has recently implemented a model to enhance its inclusive practices.

This process has moved the locus of support for students with disability and other students with diverse needs from a withdrawal model to a class-based support model. Specialist teachers and teacher aides are timetabled to provide assistance in classrooms to support the learning needs of these students. Most teachers are supportive of this new model for inclusion. Further work to fully develop a system of co-planning and co-teaching involving mainstream classroom teachers and their specialist colleagues from the inclusive education program and learning support team is planned.



The Parents and Citizens' Association (P&C) is active, engaging in a range of fundraising activities to enhance school resources and support for enhancement of school facilities.

The P&C leads and manages the Outside School Hours Care (OSHC), along with the school's tuckshop and uniform store. Regular working bees occur with a willing group of volunteers to provide valuable support for maintaining and enhancing the grounds and facilities at the school. A significant financial contribution has been made to the school over the last three years, including the air conditioning of classrooms that was completed during 2017.



2.2 Key improvement strategies

Collaboratively develop, implement and monitor strategies to enhance the professional culture of the school, promote genuine commitment to the school's agenda, maintain high levels of staff morale and promote wellbeing.

Develop an Explicit Improvement Agenda (EIA) that has a narrow and sharp focus and work with teachers to define the agreed non-negotiable teaching practices relating to this agenda that are consistently implemented across the school.

Provide time for teams of teachers to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Ensure consistent implementation of planned curriculum units and assessment tasks to provide horizontal and vertical alignment of the curriculum within year levels and across the years of schooling.

Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by, all staff members.