

# Springwood State High 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 State High School** from **6 to 8 September 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.

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

### 1.1 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Ross Robertson	Peer reviewer
Peter O'Beirne	External reviewer



## 1.2 School context

<b>Location:</b>	Springwood Road, Springwood
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1977
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	721
<b>Indigenous enrolment percentage:</b>	6.3 per cent
<b>Students with disability enrolment percentage:</b>	6.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	979
<b>Year principal appointed:</b>	2012
<b>Full-time equivalent staff:</b>	76
<b>Significant partner schools:</b>	Springwood Central State School, Springwood Road State School, Chatswood Hills State School
<b>Significant community partnerships:</b>	Beacon Foundation, Griffith University, ENABLE, Binnacle Training, Dundee's Boxing and Fitness, Rowing Queensland, Rowing Australia
<b>Significant school programs:</b>	Art and Science of Teaching (ASoT), Tactical Teaching of Reading, Positive Behaviour for Learning (PBL), Observation and Walkthrough



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, nine Heads of Department (HOD), Head of Special Education Services (HOSES), master teacher, Head of Curriculum (HOC), success coach, guidance officer, 21 teachers, Business Manager (BM) nine non-teaching staff, 60 students, Parents and Citizens' Association (P&C) president, five parents and canteen convenor.

Community and business groups:

- Indigenous Elder, Dundee's Boxing and Fitness, Inspire Fitness and coordinator Beacon Foundation.

Partner schools and other educational providers:

- Principal Springwood Central State School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013-2016
Headline Indicators (April 2017)	School Data Profile (August 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Strategic Numeracy Plan 2017/2018	Strategic Reading Plan 2017/2018
Whole school curriculum, pedagogical, assessment and reporting framework 2017-18	



## 2. Executive summary

### 2.1 Key findings

**The school has a strong ethos of community engagement to support, encourage, inform and build sustained partnerships to enhance student outcomes.**

The school prioritises strong and caring relationships between staff and students and their families, and student and staff wellbeing. The school has many successful learning outcomes, academic opportunities, significant partnerships and a caring and supportive culture that can be heralded in the community.

**The school leadership team has developed and is driving an explicit, narrow and detailed local improvement agenda.**

This agenda is in its second year and staff members appreciate having the additional time to consolidate the work they have started. The three platforms for the improvement agenda include student engagement and attendance, improvement in Upper Two Bands (U2B) reading and numeracy, and overall improvement in reading.

**The school leadership team clearly articulates their belief that reliable data regarding student outcomes is crucial to the school's improvement agenda.**

The school is implementing a systematic and detailed plan, including targets and timelines, for the collection, analysis and use of a range of student achievement and wellbeing data. Data collection is purposeful and teachers have developed an understanding of how it can be utilised to inform teaching practice.

**The school has adopted the Positive Behaviour for Learning (PBL) approach for the proactive management of student behaviour.**

This initiative is well received by staff members. The team is working towards strengthening all teachers' skills, providing greater clarity regarding referral processes and consequences, and establishing consistency across the school.

**Discretionary funding is allocated in the priority areas of literacy and attendance improvement.**

A significant proportion of this funding supports the purchase of additional human resources including teacher aides, and staff and professional learning. A long-term human resources plan for these positions is not yet apparent.



**There is a high of level commitment amongst staff to differentiation to improve learning outcomes.**

Differentiation is grounded in the signature practices of Guaranteed and Viable Curriculum (GVC), Art and Science of Teaching<sup>1</sup> (ASoT), Response to Intervention (RTI) and Professional Learning Teams (PLT). Curriculum units are currently being revised to incorporate specific strategies for differentiation.

**Observation and feedback including walkthroughs and more formalised approaches are established to inform quality teaching and learning.**

Consistent with the current whole-school agenda, aspects of ASoT are a focus in observation and feedback. This process of observation and feedback is delivered predominantly through the senior leadership team with some peer-to-peer observation and feedback.

**Collaboration in planning and assessment is widely apparent across the school.**

There is wide collaboration at faculty level and through PLTs and processes for internal moderation of student assessment are apparent. Through the collaboration that occurs in the PLTs teachers have developed an understanding of how data collection is able to be utilised to inform teaching practice.

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<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



## 2.2 Key improvement strategies

Leverage the existing marketing strategies to highlight the school's successful learning outcomes, academic opportunities, significant partnerships and its caring and supportive culture.

Devise a long-term plan for the sustainability of the roles created through discretionary funds.

Build on the current observation-feedback process to foster a peer-to-peer feedback culture.

Provide opportunities for teachers to further develop specific skills in classroom management consistent with the PBL framework.

Further progress the implementation of the RTI strategy, including routine monitoring for effectiveness of all tiers of the program.