School Improvement Unit
Report

Springwood Central State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Springwood Central State School from 7, 8 and 11 May 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	26-34 Dennis Road, Springwood
Education region:	South East
The school opened in:	1977
Year levels:	Prep to Year 6
Current school enrolment:	294
Indigenous enrolments:	3.4 per cent
Students with disability enrolments:	12.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	988
Year principal appointed:	2015 (acting)
Number of teachers:	21
Nearby schools:	Springwood State High School, Rochedale South State School, Chatswood State School
Significant community partnerships:	YMCA, Logan Uniting Church, Springwood State High School, Chaplaincy
Unique school programs:	CODE club

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  - Principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), Master Teacher

  - 21 staff

  - 17 parents

  - 75 students

  - Three members - Parents and Citizens'(P&C) association

  - Representatives from local schools

  - Community representative – Logan Uniting Church

1.4 Review team

Stephen Auer	Internal reviewer, SIU (review chair)
Glynnis Gartside	External reviewer
Craig Pearen	Peer reviewer

2. Executive summary

2.1 Key findings

- The Professional Learning Teams (PLT) have been established in 2015 and are well received by staff as a timely and consultative tool.

  The PLT process provides teachers with the opportunities to reflect on student data and moderate student achievement. Staff reported a desire to share ideas across PLTs. The time that PLTs provide staff to discuss issues is valued as is the collaborative nature of these opportunities. Staff further reported a desire for more time, consultation and collaboration to effectively implement the decisions of the PLTs and school leadership team.

- Data is used in the school to inform teaching and learning. Data literacy levels of staff are varied.

  Staff use data to identify starting points for teaching, monitor students' progress and reflect on the teaching practices. Some staff have sophisticated data analysis strategies. Classroom teachers are given data that has been analysed by the master teacher on some occasions. Student targets are being used in classrooms in reading and this informs the teaching learning process.

- Feedback is provided to students and staff.

  Students are receiving feedback from their teachers. There was some evidence that this is written and verbal. The feedback given to students did not always provide them with a current achievement statement and a future direction for their learning, either verbally or in their bookwork.

  Staff are able to request feedback from the master teacher and expressed a desire for purposeful and regular feedback, from a variety of school leaders.

- There is no formal coaching, mentoring or supervision process in place throughout the school.

  The master teacher can provide feedback on request. There was no evidence of a formal observation process whereby teachers can watch each other teach. The master teacher action plan states that ongoing coaching will be provided by this staff member. The principal states a clear intent for supervision and mentoring to begin in 2015.

- The targeted use of school resources is evident in the school in many areas.

  There is clear link between the allocation of resources and the school improvement agenda. Teacher-aides are allocated from the various funding sources to support students learning. Budget expenditure is also aligned to the improvement agenda. Teachers are also allocated, using a systematic methodology, to support students with a disability (SWD). Parents interviewed suggested that the learning environment

has been improved. Information and communications technology (ICT) connectivity is an ongoing issue.

- There is a pedagogical framework in place in the school however it does not align with all current practices.

There is a documented pedagogical framework in place. There is intent to re-align this framework in line with current practice regarding the work of Marzano - the Art and Science of Teaching[1] (ASOT) during 2015 and 2016. The PLT structure is being used to share current pedagogical practices. Classroom visits during the review observed regular engagement of students. There is no formal process in place to ensure the consistent implementation of the framework.

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[1] Marzano, Robert J. 2007, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.* ASCD, Alexandria, VA.

2.2 Key improvement strategies

- Further develop the capacity of classroom teachers to analyse data to a sophisticated level to inform the teaching and learning process.

- Capitalise on the current optimism of staff through additional collaborative and consultative opportunities to harness their capabilities and ensure "buy in" to the change process in a time appropriate manner.

- Refine the feedback culture within the school, aligning to current research to build student and teacher capacity.

- Develop a coaching, mentoring and supervision model to ensure the development of teacher capability and the consistent implementation of various school programs.

- Review the current pedagogical framework and re-align to current practice and research.

- Refine and monitor the continued targeted use of school resources moving towards a whole school process whenever possible.