



# School Improvement Unit Report

## Springfield Central State High School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Springfield Central State High School from 7 to 10 March 2016. 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

<b>Location:</b>	90 Parkland Drive, Springfield Central
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	2011
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	1198
<b>Indigenous enrolments:</b>	3 per cent
<b>Students with disability enrolments:</b>	3.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1016
<b>Year principal appointed:</b>	Term 4, 2015
<b>Number of teachers:</b>	68.26 (full-time equivalent)
<b>Nearby schools:</b>	Springfield Central State School, Springfield Lakes State School, Woodcrest State College, St Peters Lutheran College (Springfield) P-12, Good Shepherd Catholic Primary School.
<b>Significant community partnerships:</b>	Queensland Academies Partnership School, University of Queensland (Young Achievers), West Moreton Health Alliance, University of Southern Queensland.
<b>Unique school programs:</b>	Programs of Excellence – MAGNA, student clubs and extracurricular activities



### 1.3 Review methodology

The review was conducted by a team of four 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 four days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Three deputy principals
  - 10 Heads of Department (HODs)
  - Six year level coordinators and two guidance officers
  - 52 teachers
  - Five teacher aides
  - Two Business Services Managers (BSM) and five administration officers
  - School nurse, advisory visiting teacher - behaviour
  - Five cleaners and two facilities staff members
  - 120 Students
  - Parents and Citizens' Association (P&C) president, 15 parents and canteen convenor
  - Local Councillor for Ipswich City Council, Ms Sheila Ireland
  - Two principals of feeder primary schools
  - Three community and business partners

### 1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Ken Green	Internal reviewer, SIU
Catherine MacDonald	Peer reviewer
Trevor Gordon	External reviewer



## 2. Executive summary

### 2.1 Key findings

- School leaders and teachers communicate clearly that they expect all students to learn successfully and there are high expectations for student attendance, engagement and outcomes.

The motto of 'Scale Great Heights' and the values: *Respect, Responsibility, Resilience* and *Relationships* are embedded in the culture of the school. The school has an excellent reputation in the wider community which has led to a rapid enrolment growth and many students from outside the school catchment seeking to enrol.

- Since its inception there has been a strong focus on ensuring that parents and families are valued as partners in student learning.

This has resulted in an active Parents and Citizens' Association (P&C) and high degree of parent interest in the learning of their children. There is a strong sense of pride and belonging in the school.

- Since the inception of the school there has been deliberate and strategic development of partnerships focused on enhancing student outcomes and wellbeing.

Located in close proximity to the commercial hub of Springfield, the health precinct (including Mater hospital), the University of Southern Queensland, a TAFE College and primary schools, the development of productive partnerships with these organisations is a school priority.

- There is a comprehensive and strategic school improvement agenda based on three broad priorities for 2016: a culture of wellbeing, a guaranteed and viable curriculum, and targeted and personalised learning.

The broad nature of this agenda inhibits a narrow and sharp focus on core learning priorities that will lead to key improvements for student learning.

- A guaranteed and viable curriculum is identified as a priority in the Springfield Central State High improvement agenda.

Faculties have documented plans for curriculum delivery including year level, term and unit plans which vary in detail and format across faculties. A consistent approach to ensure that there is alignment between curriculum, planning, teaching and assessment is yet to be developed across the whole school. A whole-school curriculum, assessment and reporting plan is being developed.



- Teaching practices across the school reflect the belief of all staff members that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully.

Teachers work at understanding where students are at in their learning. There is some evidence of teachers using differentiated groupings, scaffolding, and one-on-one teaching. The use of data to influence differentiated teacher practice is not yet consistent.

- The principal and other school leaders see the development of teachers into expert teaching teams as central to improving student outcomes.

Observation and feedback is emerging as a vehicle for performance development and teachers acknowledge its value in enhancing their teaching skills. Some teachers suggested that specific training in how to give effective feedback would be beneficial.



## 2.2 Key improvement strategies

- Narrow and sharpen the focus on key improvements in student learning outcomes. Develop and rigorously action clear targets which measure student learning outcomes, with accompanying timelines, to drive the work of leaders and teachers.
- Facilitate processes whereby subject curriculum leaders share their knowledge and learn from each other. Use this knowledge to collaboratively develop a common and agreed understanding of how the Australian Curriculum (AC) is to be delivered at the school. Ensure curriculum documents are fully aligned to the relevant curriculum and are consistently enacted. Develop a whole-of-school curriculum plan.
- Continue the development of the whole-school strategic approach to support teachers to plan, document and implement targeted differentiation strategies which respond to the individual learning needs of students and maximise outcomes for all students.
- Collaboratively develop with staff members and implement a systematic and deliberate approach to observation and feedback that is aligned with the school's pedagogical model. Monitor its implementation and the quality of feedback that is provided to teachers to ensure that all are focussed on improved classroom practice in a school-wide self-reflective culture.