

Springfield Central State High School

Executive Summary





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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 High School** from **22 to 25 June 2020**.

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

1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Lee Goossens	Internal reviewer
Julie Warwick	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Parkland Drive, Springfield Central	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1832	
Indigenous enrolment percentage:	3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1020	
Year principal appointed:	July, 2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, 14 Heads of Department (HOD), Head of Special Education Services (HOSES), Business Manager (BM), 56 teachers, staff member working from home, eight beginning teachers, two junior school year coordinators, two middle school year coordinators, two senior school year coordinators, two guidance officers, marketing officer, overseas students homestay coordinator, attendance officer, two Go for Gold tutors, Human Resources (HR) officer, two scientific technicians, two grounds officers, School-Based Youth Health Nurse (SBYHN), transitions pathways officer, two IT (Information Technology) technicians, three office staff, three cleaners, four senior school teacher aides, three students with disability teacher aides, past teacher/Science, Technology, Engineering and Mathematics (STEM) champion, two learning support teacher aides, student representative council, 53 students, Parents and Citizens' Association (P&C) president, P&C executive members and 18 parents.

Community and business groups:

- Learning Coalition, University of Southern Queensland (USQ), Kambu/Deadly Choices, Springfield City Group, WestTEC Trade Training Centre (TTC), Future Anything, Prestige, Mater Hospital and Yagera Sport.

Partner schools and other educational providers:

- Principal Springfield Central State School, principal Spring Mountain State School, principal Woodcrest State College and principal Centenary State High School.

Government and departmental representatives:

- State Member for Jordan and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2020

Investing for Success 2020

Springfield Centrals

OneSchool

Professional learning plan 2020

School pedagogical framework

School data plan portrait

School Opinion Survey

Headline Indicators

School based curriculum, assessment and reporting framework

Explicit Improvement Agenda 2020

Strategic Plan 2017-2020

School Data Profile (Semester 1 2020)

School budget overview

Curriculum planning documents

Professional development plans

School newsletters and website

Responsible Behaviour Plan for Students

School improvement targets



2. Executive summary

2.1 Key findings

Staff work with the intent to provide a safe, supportive and engaging learning environment for all students.

Teachers are focused on ensuring positive experiences and learning outcomes for the students in their care with an expectation that all students will learn successfully. Staff comment on the strength of the collegial relationships, the strong feeling of connectedness, and the professional support mutually shared within and across the faculties.

Partnerships are extensive and apparent across the school.

Staff actively seek ways to enhance student learning and wellbeing. Partnerships offer support and provide access to resources and services to enhance learning opportunities for students by partnering with families, other education and training institutions, and local businesses and community organisations.

The leadership team describes the importance of the school having a clear identity to address future challenges and opportunities.

Rapid growth in enrolments is expected over the next four years. The school community is cognisant of potential future growth. School leaders express a desire to establish a preferred future for 21st Century schooling to support the school.

The leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

School processes and leadership roles and responsibilities continue to be reviewed to ensure they align with school priorities and best support quality teaching and learning. The senior leadership team expresses enthusiasm towards continuing to develop their instructional leadership skills. They explore models to ensure that lines of sight with the 'Springfield Centrals' and culture remain in place as school growth continues.

The school embraces its motto '*Scale Great Heights*' and articulates high expectations and aspirations for all students.

An innovative learning culture and a commitment to quality outcomes for all, where high expectations and a belief that every student can succeed exist, underpin practice. The school's fledgling Enterprise Education initiative provides an avenue for entrepreneurship within the student body. The program and the 'Shark Tank' attract considerable interest within the community and has already achieved some success with a developed product now being marketed.



The greater Springfield community is proactive in seeking out additional resources and opportunities to further progress quality education that is at the centre of the school's reason for being.

School leaders articulate that greater flexibility in curriculum delivery is a way to enable teachers to better address the learning needs of students. A commissioned report titled 'Operating Model for 21st Century Schooling' identified that increased levels of flexibility regarding the ways in which the school uses its resources could present opportunities for it to deliver quality education in new ways.

Curriculum planning is apparent at all levels and outlines what teachers should teach and students should learn.

Discussion of curriculum approaches has been a priority in determining the best ways to optimise student learning. Individual Curriculum Plans (ICP) are in place to provide support to a number of students working at a lower year level curriculum than their similar-age cohort. Currently, no senior student is on a Queensland Certificate of Individual Achievement (QCIA) pathway in the senior school. The school is continuing to explore curriculum models to best enable students to achieve academically and socially with supports tailored to meet their learning needs.

There are a number of signature and co-curricular programs in the school that cater for the diverse learning needs of students.

These include the MAGNA academic excellence program for high achieving students, the Entrepreneurial elective courses in Years 9 and 10, and the Certificate III and IV Fitness course in the senior school. Co-curricular programs encompass LAB21, the Science, Technology, Engineering, Arts and Mathematics (STEAM) program with local primary students, Go for Gold tutoring, and the homework and breakfast clubs. Students and teachers speak highly of the outcomes of these programs and the support these initiatives receive from the school.

The school identifies partnerships and collaborates with other schools and tertiary organisations to improve opportunities for students.

Within the local area the school is an active member of the Springfield Learning Coalition that brings together all 11 schools, both State and private, to provide the best available and brokered opportunities for students. The Coalition supported by the Springfield Land Corporation works on the agreed philosophy that 'We can do together better than what we can do on our own' and is a model of cooperation and shared endeavour.



2.2 Key improvement strategies

Harness the skills of the leadership team with enhanced teamwork to collaboratively develop and enact a preferred future for the school.

Build the instructional capacity of school leaders and continue to review their roles and responsibilities to drive and quality assure a sharp focus on quality teaching and learning.

Continue to enhance the developing culture of innovation and inquiry whereby creative exploration and steps towards 21st Century learning are strongly supported.

Collaboratively advance flexible and innovative curriculum delivery to capture and address the emerging opportunities and challenges of rapid school growth in a contemporary 21st Century learning precinct.

Review and enhance school approaches to identifying and planning for students who are achieving at a level significantly below or above their age-appropriate year level in the Australian Curriculum (AC) or who may require an individual learning program during senior secondary schooling.