

Springwood Road State 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 **Springwood Road State School** from **25 to 27 October 2021**.

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

1.1 Review team

Ray Bloxham	Internal reviewer, EIB (review chair)
Mark Wright	Peer reviewer
Dave Manttan	External reviewer



1.2 School context

Location:	Springwood Road, Rochedale South	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	485	
Indigenous enrolment percentage:	4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1012	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Inclusive Education (HOIE), head of wellbeing, community engagement officer, student welfare officer, Business Manager (BM), two administrative officers, 24 teachers, eight teacher aides, 26 parents and 46 students.

Community and business groups:

- Youth pastor of The Edge Youth and Community Services, coordinator of Outside School Hours Care (OSHC) and director of Kidzco Early Learning Centre.

Partner schools and other educational providers:

- Principal of Springwood State High School and principal of Rochedale State High School.

Government and departmental representatives:

- Adopt-a-Cop Queensland Police Service (QPS), Principal Education Officer (PEO) South East Region, inclusion capability facilitator South East Region and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2019–2022
Headline Indicators (April 2021 release)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework v6	Professional development plans
School Opinion Survey 2021	School newsletters and website
School based curriculum, assessment and reporting framework	Student Code of Conduct



2. Executive summary

2.1 Key findings

Student wellbeing is a priority and viewed as a vital component of academic success.

The school has a culture and wellbeing team that meets to discuss and respond to student needs. The team has clear procedures and processes to provide both non-academic and academic support to students with specific emotional, social or academic needs. The school provides a range of social and emotional programs to support students managed by the dedicated wellbeing team.

A high priority is placed on building the social and emotional capability of students through the Leader in Me (LIM).

A high priority is placed on the implementation of the LIM process that focuses on the seven habits of highly effective people¹. LIM forms the basis of the school's recently developed Student Code of Conduct. Staff and students articulate that relationships between staff and students are positive and caring. Many parents comment on the positive relationships formed between students and their teachers.

School leaders and staff members express enthusiasm for case management and targeted classroom intervention that enhances student achievement.

The school has recently engaged with a key regional agenda in relation to the evidence-based work of Lyn Sharratt² to support their improvement agenda. A range of data sets informs the construction of the school's four-year strategic plan, and is the basis for the Annual Implementation Plan (AIP). Specific measurable targets, timelines and an identifiable responsible officer are yet to be included in a sharp and narrow Explicit Improvement Agenda (EIA).

A range of curriculum documents has been developed to provide detail that supports the teaching of the school's priority areas.

The school has documented curriculum planning that references the three levels of planning aligned to the Australian Curriculum (AC). The Provision of Whole-School Curriculum Plan 2021 outlines the reporting periods and when curriculum areas are offered and assessed within the school. Year level plans and key learning area overviews have been developed for each year level and outline the unit being taught each term. The structure and information shared in these overviews vary between year levels.

¹ Covey, S. R. (2013). *The seven habits of highly effective people: Powerful lessons in personal change*. Simon & Schuster.

² Sharratt, L. (2020). *Sharratt Educational Group Inc*. <https://www.lynsharratt.com/>



The school applies its resources to meet the wellbeing and learning needs of students.

The school is investing significant funds in human resources and staffing allocations. Classroom teachers are released in year level teams one day each term to plan with school leaders. Teachers predominantly express satisfaction with classroom resources they have access to, with some teachers commenting on the age of some resources. The principal and BM recognise the importance of systematically monitoring, reviewing and evaluating the effectiveness of human and financial resource allocations in priority areas to ensure they are maximising outcomes for all students.

Teachers appreciate the opportunity to plan with colleagues and school leaders to create engaging and locally relevant learning experiences for all students.

Teachers access and store their respective curriculum documents on the school's SharePoint page. Teachers detail how units of work are reviewed for currency and modified to meet student needs. Marking guides are derived from AC work samples and standard elaborations. A range of understandings of the marking guides and Level of Achievement (LOA) is articulated by teaching staff members.

Teachers articulate a shared understanding of the need to use data to support student learning.

An assessment schedule has been developed and outlines formative assessment tasks, timelines for implementation and end-of-year targets. Current data analysis is focused on reading and writing within the school and supports intervention focused on students' next steps for learning. Analysis of semester LOA data to inform the planning of future teaching and learning experiences is yet to be a school-wide consistent practice.

The school welcomes students and families from diverse cultural backgrounds.

School leaders are intentionally building a school culture whereby all groups feel welcome and have a sense of belonging. It is apparent that the school community values its diversity and that the school looks to reflect and celebrate the cultural diversity within the local community. Some parents comment that this has been a key factor in choosing to enrol their child in the school.

Staff, students and parents have a strong sense of pride in the school.

Staff members work proactively to create an inviting, calm and engaging environment and there is an obvious sense of pride in the school. Staff members, students and parents comment positively on the updated facilities, well-maintained buildings and grounds, and comprehensive resources in the school. Students and staff take advantage of multiple areas for learning and creative play.



2.2 Key improvement strategies

Narrow and sharpen the school's EIA to include targets, short- and medium-term milestones, timelines and accountable officers, and promote this widely amongst staff and the community.

Review and refine the whole-school curriculum plan to provide clear documentation of the three levels of planning.

Systematically monitor, review and evaluate the effectiveness of human and financial resource allocations to maximise outcomes for all students.

Establish and embed systematic Quality Assurance (QA) into the curriculum planning process and the use of marking guides, to guarantee aspects of the AC achievement standards are taught and assessed.

Provide focused Professional Development (PD) for all teachers to increase data literacy skills utilising formative and summative assessments to identify next steps for student learning.