

Springfield Lakes State 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 **Springfield Lakes State School** from **12 to 15 March, 2018**.

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

Garry Lacey	Internal reviewer, SIU (review chair)
John Collins	Internal reviewer, SIU
Gayle Alessio	Peer reviewer
Lex Bowden	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Springfield Lakes Boulevard, Springfield Lakes
Education region:	Metropolitan Region
Year opened:	2007
Year levels:	Prep to Year 6
Enrolment:	1120
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1028
Year principal appointed:	mid 2015
Full-time equivalent staff:	64
Significant partner schools:	Springfield Central State School, Augusta State School, Woodcrest State College, Springfield Central State High School
Significant community partnerships:	Springfield Lakes Community Centre
Significant school programs:	Words Their Way, Pre-Prep program, Age-Appropriate Pedagogies (AAP)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Inclusion (HOI), Head of Curriculum (HOC), guidance officer, Speech Language Pathologist (SLP), behaviour inclusion teacher, 46 classroom teachers, three specialist teachers in science, specialist teachers in Health and Physical Education (HPE), music, Japanese language, teacher librarian, Prep support teacher, three Support Teachers – Literacy and Numeracy (STLaN), three inclusion teachers, school chaplain, 22 teacher aides, Business Manager (BM), four administration officers, tuckshop convenor, 32 parents, 16 student leaders, 16 student councillors and 141 students.

Community and business groups:

- Parent and Citizens' Association (P&C) president, defence force teacher aide, coordinator local community centre, coordinator Outside School Hours Care (OSHC), local Returned and Services League of Australia (RSL) club representative and local Independent Grocers of Australia (IGA) proprietor.

Partner schools and other educational providers:

- Two principals local feeder high schools, colleague principal in local cluster and coordinator early learning centre.

Government and departmental representatives:

- State Member for Jordan and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
School Opinion Survey	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Headline Indicators (2017 release)



2. Executive summary

2.1 Key findings

The work of year level teams is supporting the professional capability development of the teaching staff and is enhancing consistency of practice across the school.

Year level meetings are highly valued amongst staff members, providing an opportunity for informal sharing of pedagogical practices and teaching resources. These meetings have an emphasis on curriculum unit planning, analysis of student work through formal and informal moderation, and collegial sharing of teaching strategies for improving student learning. All teachers value the work they do in their year levels enabling an increasing sense of collegiality and respect in the professional culture of the school.

The school utilises Positive Behaviour for Learning (PBL) as a framework for achieving its aspiration of high level student behaviour and improved learning.

The school's expectations of '*We are Cooperative, We are Peaceful and We are Respectful*' are visible throughout the school and form the basis for expectations regarding student behaviour. A school-wide behaviour matrix outlines the agreed rules and specific behavioural expectations in all school settings. Staff members, students and parents speak knowledgeably and positively regarding the rewards structures for appropriate behaviour. There is a general sense of growing confidence and positivity within the whole school community that the expected outcomes of the renewed focus on PBL implementation is leading to more respectful relationships across the school community.

The school's leadership team and teaching staff members express a commitment to implementing curriculum programs relating to learning areas aligned to the AC.

The school's Head of Curriculum (HOC) works alongside teachers in the development of curriculum units in English and mathematics. These units have been locally contextualised. These curriculum units and associated assessments tasks have a strong alignment to the achievement standard for their year level and the content descriptions that will be the focus for teaching and learning. These collaborative planning processes are providing for increasing consistency in the implementation of curriculum units and assessment tasks across all year levels. Quality Assurance (QA) processes to ensure the rigour and intent of the Australian Curriculum (AC) are maintained in curriculum planning and implementation processes are conducted by the school's HOC.

The school has identified four priority areas for collective implementation in 2018.

These include improving outcomes for students in reading, writing and mathematics, and enhancing school culture. Guidelines and a range of support documents relating to these priorities are available to promote consistent teaching practices. The school's current Explicit Improvement Agenda (EIA) is broad in nature. Refining the EIA to have a narrower and sharper focus to prioritise areas for development could yet occur. Processes to closely



monitor the implementation of the school's EIA in terms of student outcomes and progress towards aspirational school targets are yet to occur.

There is a good level of commitment to implementing the breadth of strategies for teaching in the identified key learning areas.

Many teachers indicate ongoing changes have occurred in the priority areas for development with additional strategies being added to the agenda. These include expectations to implement strategies including RVI (Robust Vocabulary Instruction), Vocabulary Connectives Openers Punctuation (VCOP), Words their Way, warm ups and mathematical problem solving. This has created an increased complexity for some teachers regarding the priority strategies for implementation in their classroom. Ensuring teachers are supported to focus on implementing the agreed, school-wide teaching practices relating to the EIA, are provided with sufficient time to embed these as part of their repertoire of practice and that strategies are implemented to monitor consistency of practice could yet occur.

The school leadership team is strongly committed to utilising reliable data on student outcomes to progress the school's improvement agenda.

The school's assessment schedule clearly sets out the assessment tools to be used in each year level and when assessments should be conducted. In all year levels, a range of literacy and numeracy data is collected. Time and school resources are set aside for staff members' discussions regarding achievement data and teaching practices. Teachers participate in data conversations with an assigned school leader to discuss student progress. School expectations and processes in relation to analysing and discussing data are paving the way for the development of a culture of self-evaluation and reflection. Deeper discussions of data, monitoring progress over time, identifying starting points for future learning and the development of robust case management processes are emerging.

The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students.

Most teachers express a desire to engage in continuous improvement of their teaching practice. Professional learning plans are developed that schedule learning opportunities for the teaching team. A process to involve teachers in watching others work is being implemented. This process is in the early stages of implementation with some teachers indicating they appreciate the opportunity to learn from colleagues. All staff members are scheduled to plan their Individual Development Plans (IDP) in a formal process with their line manager. Processes to ensure these plans are enacted and have alignment to the school improvement agenda are in the early stages of development across the school.

The pedagogical framework focuses on building high expectations, effective use of data and relationships.

The expectations regarding professional practice, strategies, evidence and instructional leadership are apparent in this framework. Teachers are expected to use John Fleming's¹

¹ Fleming, J., & Kleinhenz, E. (2007). *Towards a moving school: Developing a professional learning and performance culture* (No. 1). Aust Council for Ed Research.



explicit teaching model to guide their pedagogical practice. Some teachers indicate that they use a gradual release model of instruction when teaching guided reading and most teachers speak of using Question-Answer Relationship (QAR) strategies when teaching reading comprehension. The school's curriculum planning processes focus on clarifying the intended curriculum, identifying suitable resources and determining assessment. Teacher consideration of the pedagogical framework and agreed pedagogical practices during curriculum planning processes is not yet apparent.

The tone of the school reflects a commitment to successful learning.

There is an expectation that every student will achieve positive outcomes. Classrooms are orderly and inviting learning spaces with displays of student work that predominantly match the current curriculum work of students. Staff members articulate an understanding of the importance of positive and caring relationships as essential to successful learning, and work to build mutually respectful relationships across the school community.

The school has an established Special Education Program (SEP) led by the Head of Inclusion (HOI).

The school is implementing inclusive practices by including students in mainstream classes to learn beside their same age peers. Most classroom teachers are supporting the planning and implementation of reasonable adjustments for students in their classrooms. SEP staff work in classroom settings to support the learning of students. The school continues to develop and refine its model of inclusion and intervention and is continuing to work towards fully embracing contemporary beliefs and practices and to ensure the model of inclusion and intervention best meets the diverse needs of students. There is a plan to undertake co-planning and co-teaching as a next step in the school's journey in inclusion.



2.2 Key improvement strategies

Refine the EIA to have a narrow and sharp focus; use data to monitor the effectiveness of implementation and measure success against school targets.

Ensure teachers are supported to focus on implementing the agreed, school-wide teaching practices relating to the EIA, are provided with sufficient time to embed these as part of their repertoire of practice and that strategies are implemented to monitor consistency of practice.

Continue to build a culture of self-evaluation and reflection that enables deeper discussions of data, monitors progress over time and identifies starting points for future learning, including case management processes.

Enhance the school's professional learning plan to timetable a broad range of opportunities for capability development for all school staff including IDPs, coaching and mentoring and models of feedback.

Ensure the school's pedagogical framework reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented across the school.