

# Springbrook 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 **Springbrook State School** from **27 to 28 July 2017**.

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)

Marie Hillyard

Peer reviewer



## 1.2 School context

<b>Location:</b>	Springbrook Road, Springbrook
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1984
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	29
<b>Indigenous enrolment percentage:</b>	nil
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1082
<b>Year principal appointed:</b>	October 2012 (substantive) Term 3, 2017 (acting)
<b>Full-time equivalent staff:</b>	2
<b>Significant partner schools:</b>	Hinterland Small Schools' Cluster - Currumbin Valley State School, Ingleside State School, Numinbah Valley State School  Greenheart Cluster of schools - Clover Hill State School, Mudgeeraba State School, Mudgeeraba Creek State School, Mudgeeraba Special School, Robina State School, Robina State High School
<b>Significant community partnerships:</b>	Springbrook Playgroup, Springbrook Mountain Community Association, Robina State High School
<b>Significant school programs:</b>	Springbrook Playgroup, Words Their Way (Prep to Year 6), <i>Phonemic Awareness</i> (Prep to Year 4), Whole-school musical



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Substantive principal, acting principal, three classroom teachers, guidance officer, curriculum coordinator, music teacher, three teacher aides, Business Manager (BM), two Parents and Citizens' Association (P&C) members, 8 parents and 21 students.

Community and business groups:

- Representative of Springbrook Mountain Community Association.

Partner schools and other educational providers:

- Deputy principal of local feeder high school.

Government and departmental representatives:

- Councillor for Gold Coast City Council, State Member for Mudgeeraba and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Responsible Behaviour Plan
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School pedagogical framework	School differentiation planner
School data plan	School Opinion Survey
Draft curriculum, assessment and reporting framework	School newsletters and website



## 2. Executive summary

### 2.1 Key findings

#### **The school is highly regarded within the community.**

There is significant appreciation by the community that the substantive principal has committed to remaining at the school and has contributed to the community over a number of years. The principal has established strong links through regular attendance at the Springbrook Mountain Community Association meetings. All members of the local community are invited to a number of school events throughout the year and reciprocate their interest in the school through strong attendance at key school functions.

#### **Parents are recognised as integral members of the school community and are encouraged as partners in their child's learning.**

Teachers articulate that parents are keenly interested in their child's education and the school takes many opportunities to maintain strong links with the home. A wide range of activities is organised throughout the school year to involve parents in the life of the school. Activities include a welcome barbecue, the annual ANZAC Day service, an Easter morning tea including a bonnet parade, a school musical and end of year celebration and graduation. These activities are well attended by parents and assist them in linking with the school.

#### **All staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.**

Students have an obvious sense of belonging and speak highly of their teachers and teacher aides and the interest they show in their learning and wellbeing. Classroom teachers work hard to create and maintain classroom environments that are supportive of students and conducive to learning. School staff members are enthusiastic and positive regarding their role. They take pride in accepting, supporting and encouraging the learning, and the social and emotional development of all students.

#### **The principal has established three priority areas for development in 2017 through the Annual Implementation Plan (AIP).**

These include systematic curriculum delivery in English, development of an expert teaching team and implementation of effective pedagogical practices across the school. The improvement priorities for the school are broad in nature with a range of responses relating to curriculum, teaching and learning articulated by school staff members. An Explicit Improvement Agenda (EIA) that has a narrow and sharp focus on identified areas for improvement in student learning, is well known by school staff members, and consistently implemented in all classrooms is yet to be developed.



**The principal articulates the importance of reliable student data as essential to improvement for student learning.**

The school has developed and is implementing an assessment schedule for the collection of a range of student outcome data including diagnostic test data and classroom assessments. The principal and class teachers meet informally on occasion to discuss student achievement data. In-depth discussions regarding trend data over time and the establishment of case management processes are less apparent. The principal acknowledges the need for teams of teachers to meet more regularly to discuss and interrogate student learning data and generate strategies for continuous improvement.

**The principal and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).**

The process of creating locally contextualised curriculum units with alignment to the AC has commenced in the learning area of English. In learning areas other than English teachers are utilising a range of resources to plan their curriculum units. Teachers report varying levels of reference to the AC when planning these units. The principal expresses a desire to continue the process of developing locally contextualised curriculum units in other learning areas to ensure stronger alignment with the rigour and intent of the AC.

**The principal has engaged a curriculum coordinator to lead the process of developing the school's strategic curriculum documentation.**

A whole-school curriculum plan is being developed that describes expectations for curriculum, teaching and learning at the school. Associated learning area plans, aligned to the AC, that make clear the scope and sequence for learning are in the process of being developed. A curriculum planning template for use by teachers is developed and is utilised by teachers in the recording of the curriculum units.

**All staff members accept responsibility for driving improvements in teaching and learning throughout the school.**

The school has a pedagogical framework that is aligned to the research of the Art and Science of Teaching (ASoT)<sup>1</sup>. A one page overview of the school's responses to the design questions relating to ASoT is developed. Teachers articulate that they make little reference to this document to guide their curriculum planning and teaching practices. The principal and staff members are currently reviewing the pedagogical framework to more effectively describe the agreed, non-negotiable teaching strategies for consistent implementation in all classrooms.

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<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



**The school has established strong transition processes for students entering and leaving the school.**

These include extension learning opportunities and high school experience programs developed with the local feeder high school. Transition processes commence with a celebration of the Arts at the school with students and staff members from the high school conducting workshops with the primary school students prior to an end of day performance. Several transition days occur for students to enable them to experience life in a much larger school prior to their attendance in the following year. The school has established a weekly Playgroup that is well attended by local families with pre-school children. A teacher aide, who leads this group, models for parents the types of activities they can do in the home to develop the early literacy skills of their child.

**Staff members at the school support a range of learning experiences that enables students to develop skills in areas of enthusiasm or interest.**

The school promotes the Arts through its school musical. This is a highlight for students and their families. An after school visual art class is offered on a user pays basis each week. A gala sports program is offered to students in conjunction with other local small schools. A Sporting Schools program is offered to students in conjunction with some of the school's Health and Physical Education (HPE) lessons. The school is involved in extension learning experiences with the local feeder high school. A highlight for some students is participation in the *Kidpreneur* competition where students develop and market a product in small groups. Students report they value the co-curricular learning experiences offered at the school and the time school staff members take to support them.



## 2.2 Key improvement strategies

Develop an EIA that has a narrow and sharp focus on identified areas for improvement in student learning, is known by school staff members and consistently implemented across all classrooms.

Provide time for teams of teachers and school leaders to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Use the process implemented for planning curriculum units in English in other learning areas to enable a consistency of curriculum planning and alignment to the AC.

Develop a whole-school, sequenced curriculum plan aligned to the AC and associated learning area plans that makes clear what teachers should teach and students should learn, including consideration of the general capabilities and cross-curriculum priorities.

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