

# Springsure State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Springsure State School** from **30 July to 1 August 2019**.

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

Peter Grant	Internal reviewer, SIU (review chair)
Mark Evans	Peer reviewer
Clare Grant	External reviewer



## 1.2 School context

<b>Location:</b>	Eclipse Street, Springsure
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1870
<b>Year levels:</b>	Prep to Year 10
<b>Enrolment:</b>	197
<b>Indigenous enrolment percentage:</b>	9 per cent
<b>Students with disability enrolment percentage:</b>	5.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	967
<b>Year principal appointed:</b>	2009
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	20.9
<b>Significant partner schools:</b>	Orion State School, Rolleston State School, Emerald State High School
<b>Significant community partnerships:</b>	Glencore Rolleston Coal, Central Highlands Regional Council, Springsure Hospital, Lions Club of Springsure, Springsure Masonic Lodge, Lady Gowrie Springsure Community Kindergarten
<b>Significant school programs:</b>	Cattle club, debating club, instrumental music, after school sport, Auslan, learning connections



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, co-principal/deputy principal, Head of Curriculum (HOC), guidance officer, head of inclusion, 17 teachers, seven teacher aides, four ancillary staff, three administration office staff, 72 students, 12 parents, five Parents and Citizens' Association (P&C) executive members and members.

Community and business groups:

- Glencore Rolleston Coal and Lady Gowrie Springsure Community Kindergarten.

Partner schools and other educational providers:

- Orion State School.

Government and departmental representatives:

- Central Highlands Regional Councillor, State Member for Gregory, Federal Member for Flynn and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Roles and Responsibilities
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
Year 7-10 Pastoral Care program	Professional development plans
School pedagogical framework	School newsletters and website
School Curriculum Plan	Responsible Behaviour Plan for Students
School Opinion Survey	Behaviour Action Summary
Learning and Wellbeing Framework	School Attendance Data Sheet
Assessment and reporting framework 2019	School-wide Approach to Support Student Learning



## 2. Executive summary

### 2.1 Key findings

**The school leadership team and staff articulate a genuine belief that every student can improve their learning and be successful in achieving their aspirations.**

Parents and students speak highly of the care provided by staff at the school. Mutually positive relationships are recognised by staff as important to improving student learning and maximising their outcomes.

**The school leadership team is a well-established and cohesive team.**

They are united in their commitment to improving learning outcomes for all students. The work they do every day embodies the school's motto '*Success by effort*'. There is a commitment by staff to improve their teaching quality to maximise student learning and outcomes.

**Staff members express a commitment to the direction of the school and feel supported by the leadership team to engage in the continuous improvement of their professional capabilities.**

There is an expectation that data conversations will occur between the principal and teachers to foster knowledge of each student's individual needs relating to A to E data. Consistent school-wide moderation practices, within the school and beyond, to enhance the validity and reliability of A to E data and to enable teachers to learn from each other's knowledge and experience are yet to be developed.

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

The leadership team acknowledges the benefits of coaching, mentoring and quality feedback as a key driver in building expert teaching teams. The leadership team acknowledges that this practice has been less of a focus in recent times. The school leadership team is committed to reinvigorating the process using their expertise and the expertise of key staff members.

**The school leadership team views school-wide analysis and discussion of data as a priority area for the school.**

School leaders' roles and responsibilities include an expectation that they will regularly meet with their teams to review achievement data related to their areas of line management. Some teachers express a desire to broaden and enhance their capability in the precise use of student data and evidence to identify student learning gaps, inform teaching practice and to communicate to students their next steps for learning.



**The development of a safe respectful and inclusive culture across the school is articulated by staff as integral to achieving a teaching and learning environment that provides the best opportunity for all students to improve their learning.**

Teachers implement a range of strategies in their own classrooms to reinforce and reward positive behaviours and improvements in learning. The school recognises and celebrates class, group and individual student achievements, attendance and positive behaviour on parades and other special ceremonies. Some students and parents indicate the response to inappropriate behaviours varies across the school.

**All staff members acknowledge that although students are at different stages in their learning and may be progressing at different rates, all students can learn.**

The school has recently developed a School-wide Approach to Support Student Learning based on the philosophy of inclusive education. It documents a set of roles and responsibilities for class teachers, support personnel, the head of inclusion, and teacher aides. The leadership team is supporting the transition to fully inclusive practices across the school.

**Members of the school community have a strong sense of tradition and ownership of the school.**

Some students are the seventh generation of their families to attend the school. School facilities officers and ground staff work hard to provide a physical environment that is attractive and well-maintained. Parents, staff and students speak highly of the school.

**The school leadership team, led by the principal, has given high priority to the development of strong school community partnerships throughout the local community and wider district.**

Students, parents and community members speak positively regarding the school and the range of learning opportunities available. They outline the growth and fostering of a positive sense of community as essential to the culture of the school. Students speak with pride regarding their connection with the school and the opportunities teachers and school leaders provide.





## 2.2 Key improvement strategies

Collaboratively develop, document and implement school-wide moderation practices, within the school and beyond, to enhance the validity and reliability of A to E data and to enable teachers to learn from each other's knowledge and experience.

Provide opportunities for school leaders and other key staff to further build their capability as instructional leaders to support the consistency and quality of observation, feedback and coaching provided to teachers.

Develop and implement strategies to further build teacher capability in the precise use of student data and evidence to identify student learning gaps, inform teaching practice and to communicate to students their next steps for learning.

Collaboratively review the whole-school approach for managing student behaviour to reinforce high expectations for student behaviour and enhance consistency in the implementation of agreed strategies and responses to positive and inappropriate student behaviours.

Investigate and collaboratively develop further strategies to support the implementation of fully inclusive practices across all classrooms.