Background:
Springfield Lakes SS is located in the Metropolitan education region and has a current enrolment of 1050 students. The school was opened in 2007. The current Principal, Mr Peter Doyle, was appointed to the school in 2012.

Commendations:
- There has been significant improvement in the domain Systematic Curriculum Delivery and improvement in the domains of An Explicit Improvement Agenda, Discussion and Analysis of Data, A Culture That Promotes Learning, Targeted Use of School Resources, An Expert Teaching Team, Differentiated Classroom Learning and Effective Teaching Practices.
- Year level teams are highly valued and have been effective in enhancing consistency of communication and practices for each cohort.
- Policies, procedures and protocols are in place to provide clear expectations for a wide range of practices throughout the school.
- Students are streamed according to learning needs in reading. Groupings across and between year levels are formed and additional personnel are deployed to provide at-level instruction.
- School Wide Positive Behaviour Support (SWPBS) provide clear behaviour expectations for students.

Affirmations:
- Staff members prepare and present Dove awards to other staff members.
- A range of differentiation strategies are being employed.
- Data conversations occur at year level and with line managers.
- The Deputy Principals have begun walk through observations of teachers’ practices and have provided written feedback.
- The majority of teachers voluntarily participate in fortnightly professional development sessions held after school.
- Data sets based on the school wide data collection schedule have been compiled, distributed and discussed to shape intervention strategies for students.
- Coaching is occurring with some of the teaching staff and is highly valued by those involved.
- A pedagogical framework has been drafted to capture the policies and procedures that support the teaching and learning process.
- Some teachers are developing Booralie individual Edstudios to cater for the learning needs of more able students.
- WALT (We Are Learning To…), WILF (What I’m Looking For…) and TIB (This Is Because…) are promoted to clarify learning intentions, success criteria and aims of lessons.

Recommendations:
- Narrow and sharpen the explicit improvement agenda to include clear measures, targets and timelines.
- Clarify expectations regarding feedback to students including annotations in workbooks. Adopt a methodology for connecting curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Implement a coaching and mentoring model throughout the school for all teachers.
- Systematically support teachers and teacher aides to gain further consistency in the understanding and application of the tools and practices within the curriculum support documentation. Ensure all staff members are conversant and competent with the documented school expectations.
- Support teachers to attain skills in the embedding of Information Communication Technologies (ICT) into the teaching and learning process. Connect the potential of the available physical and online resources.
- Clearly define the expectations regarding the embedding of higher order thinking in all key learning areas. Support teachers to meet these expectations through systematic professional development.