

Springfield Lakes State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Springfield Lakes State School** from **14 to 17 March 2022**.

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

Scott Curtis	Internal reviewer, EIB (review chair)
Alan Smith	Internal reviewer
Judi Hanke	External reviewer
Paul Herschell	External reviewer



1.2 School context

Indigenous land name:	Yugarapul and Jaggera
Location:	Springfield Lakes Boulevard, Springfield Lakes
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	1113
Indigenous enrolment percentage:	4 per cent
Students with disability percentage:	14 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1026
Year principal appointed:	July 2021



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Head of Department – Curriculum (HOD-C), Head of Inclusion (HOI), student engagement coach, Business Manager (BM), four administrative officers, chaplain, Defence School Mentor (DSM), Speech Language Pathologist (SLP), schools officer, six cleaners, 57 teachers, 23 teacher aides, Information Technology (IT) technician, 56 parents, 52 students, tuckshop convenor and tuckshop assistant.

Community and business groups:

- Parents and Citizens' Association (P&C), The Lakes Early Learning Centre, Guardian Child Care Centre, two crossing supervisors and Young Men's Christian Association (YMCA) area and site coordinators.

Partner schools and other educational providers:

- Springfield Central State High School principal, Spring Mountain State School principal and Moreton Downs State School principal.

Government and departmental representatives:

- State Member for Jordan, ARD and Principal Advisor – Teaching and Learning (PATAL).



2. Executive summary

2.1 Key findings

The principal has reaffirmed the motto of *'Learning to be our best selves' with staff.*

The leadership team is committed to driving a strong and aligned improvement agenda across the school, with evidence from research and measurable student outcomes supported by processes that guide school approaches. The tone of the school reflects the three school expectations, and students and parents speak with robustness of the learning, engagement and behaviour expectations.

A whole-school plan for curriculum delivery is being refined with a targeted focus on ensuring the Australian Curriculum (AC) English is consistently taught and assessed.

A collaborative approach to curriculum planning is apparent and ensures the curriculum is aligned to the AC, whilst at the same time adapted to meet the learning needs of students and the school context. Year level teams are supported by the Head of Department – Curriculum (HOD-C), and meet weekly in Collaborative Learning Teams (CLT) and year level staff meetings. Teachers indicate that this time is used efficiently to outline learning activities and moderate assessment pieces. They express valuing the commitment school leaders demonstrate in allocating time and space for teachers to focus on curriculum and assessment.

The Explicit Improvement Agenda (EIA) is described as *'implementing AC with a focus on English'*.

Many teaching staff are able to identify the two priority areas of reading and mathematics. The latest Annual Implementation Plan (AIP) details a range of strategies and actions that support each priority. Year level leaders and year level curriculum leaders are tasked with supporting a conduit of communication, in addition to sharing, reviewing and developing consistent curriculum approaches. The principal is establishing an organisational structure to drive the strategic agenda. A number of staff members identify that consistency of practice and expectation between leaders will lead to cohesive and consistent messaging and approaches.

School leaders recognise that highly effective teaching is key to improving student learning throughout the school.

Staff members discuss the range of pedagogical practices within the school. Teachers and students articulate that the use of learning intentions and success criteria is implemented consistently across the school. Teachers indicate students appreciate the clarity this approach provides to learning in the classroom. Teacher awareness of the range of pedagogical strategies varies. School leaders articulate the importance of collaboratively identifying the key signature practices and approaches for the school, and building teacher understanding and application of these approaches.



Leaders acknowledge the importance of analysing student achievement, wellbeing and behaviour data.

Leaders acknowledge the importance of gauging overall school performance, providing evidence of trends over time, and informing comparisons with similar schools. They describe the importance of data for strategic planning purposes, and to inform school-level decisions and interventions. Some teaching staff articulate that data informs planning and teaching practices. A systematic approach to the collection, discussion and analysis of data is yet to be fully developed.

Leaders identify the importance of differentiated teaching, and articulate that ‘differentiation is everyone’s business’.

Teachers are explicitly encouraged to tailor their teaching to student needs and capabilities. Staff members express a belief in every student’s ability to learn. They are focused on providing appropriate learning sequences and timely support matched to each student’s level of readiness. A commitment to engaging every student in learning is apparent. Members of the leadership team outline supporting teachers to develop their repertoire of practice in differentiating for the range of student learners, including specific consideration for high achieving students.

A whole-school approach to responding to the diverse learning needs of students is established.

Leaders speak of differentiated teaching, focused teaching, and intensive teaching. They indicate that these three layers provide a continuum of support with increasing focus and personalised teaching and intervention at each successive layer. Staff speak highly of the school’s tiered approach to student support including a Pre-Assessment and Consultation Team (PACT) and Whole of School Wellness (WOW).

The tone of the school reflects the three expectations of ‘Cooperative, Peaceful and Respectful’.

Students and parents speak with passion of the learning, engagement and behaviour expectations. Staff express appreciation for the focus placed on staff wellbeing and collegial connections within year levels, and with line managers and leaders. The school has a range of authentic student agency opportunities that focus on empowering students as decision-makers for wellbeing, learning and community issues. Parents voice appreciation for the strategies employed by the school to promote communication.



2.2 Key improvement strategies

Enact the sharp agenda of school improvement through distributive and instructional leadership structures to facilitate shared understanding and shared accountability, supported by explicit targets for improvement, that lead to consistency of practice and expectation.

Collaboratively determine and communicate the school's agreed pedagogical approaches and support all staff members to develop understanding and consistency.

Enhance the school's approach to the systematic collection, analysis and discussion of whole-school, cohort and classroom data to further promote a culture of high expectations for student achievement across the school, aligned to the EIA.

Build the capability of teachers to develop an increased repertoire of evidence-based pedagogical practices that support differentiated learning for the range of diverse learners, including high achieving students.