

# Springwood Road State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

We acknowledge the Traditional Custodians of the land on which we meet and play and recognise their continuing connection to land, water and community. We pay our respect to Elders past and present.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	452
Aboriginal students and Torres Strait Islander students	5.8%
Students with disability	22.0%
Index of Community Socio-Educational Advantage (ICSEA) value	1013

### About the review

 <p>3 reviewers from 1 to 3 April 2025</p>	 <p>131 participants</p>	 <p>40 school staff</p>
 <p>58 students</p>	 <p>20 parents and carers</p>	 <p>13 community members and stakeholders</p>

### Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**  
Refine approaches to moderating throughout the teaching sequence to enable effective targeted teaching practices in response to the learning needs of their students.

Systematically enact collaborative quality assurance processes for leaders to establish clear lines of sight from the planned to enacted curriculum.

**Domain 3: Promoting a culture of learning**  
Strengthen school-wide Positive Behaviour for Learning processes, practices and expectations to establish and maintain an orderly environment that supports and encourages learning.

**Domain 7: Differentiating teaching and learning**  
Broaden teachers’ knowledge and understanding of differentiated teaching and learning strategies to ensure every student is supported, challenged and extended in their learning.

**Domain 4: Targeting school resources**  
Collaboratively develop, with stakeholders, a facilities master plan identifying infrastructure requiring refurbishment to ensure facilities are appropriately equipped and presented in line with students’ needs.

### Key affirmations



**Members of the teaching team remark they value the strong collegiality and sense of camaraderie in their work groups and across the school.**

Members of the teaching team describe ‘working together’ as a strength and highlight their shared dedication to school improvement and student learning. Staff explain their deep commitment to building strong relationships and ensuring every student feels valued, supported and empowered to succeed. They talk about their compassion and ethic of care towards students. Community members identify ‘the people’ as a key strength of the school. They describe positive and supportive relationships between staff, students, and families which contribute to a welcoming school environment where everyone is valued.



**Members of the community highlight how the school partners with local early learning centres and organisations to improve opportunities and outcomes for early years students.**

Community members highlight the school’s collaboration with a local group, Nangara, to host a major annual community gathering, ‘NAIDOC for Jajumms’, which successfully attracts over 2,000 participants. Parents praise how school leaders work with Early Childhood Education and Care providers in the transition to Prep program, describing how participating in this program benefits their child and contributes to their feeling welcome and included in the school.



**Teachers praise the use of Priority Learning Time (PLT) teams to build their collective knowledge and understanding in curriculum implementation, pedagogy and differentiation.**

Teachers speak about the power of their PLT team to analyse data, moderate work samples and establish next steps for learning. Leaders praise the ‘7-steps to pre-moderation’ as a way of working with teachers and supporting them to unpack and understand their units. They explain how cohort teams share responsibility for planning, including identifying Knows and Dos to inform the teaching sequence. Teachers speak appreciatively of leaders investing in time for them to work with their cohort to analyse student data and deepen their knowledge of the curriculum.



**Staff speak positively of the school’s direction, and credit the principal with establishing trust and pride within the staff team through effective leadership.**

Leaders praise the principal’s transparent and collaborative way of working, describing how they bring the whole team together. Teachers describe the school improvement agenda as ‘the right work, at the right speed, at the right time’ and reference the support they receive from leaders in enacting improvement strategies. Leaders describe staff members’ unrelenting focus on improving the quality of teaching and learning to meet the needs of every student. They discuss how each staff member has a role in school improvement and how this ultimately benefits the students’ experience with learning.