

# Springbrook 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

Springbrook State School acknowledges the Birrun Burra and Koombumerri people, Traditional Custodians and shared story holders of Springbrook. We acknowledge their connection to Country, to the rainforests, mountains, waterfalls, flora and fauna that we have the privilege to care for and live within.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	30
Aboriginal students and Torres Strait Islander students	Nil
Students with disability	46.7%
Index of Community Socio-Educational Advantage (ICSEA) value	1079

### About the review

 <p>3 reviewers from 25 to 26 March 2025</p>	 <p>40 participants</p>	 <p>7 school staff</p>
 <p>18 students</p>	 <p>10 parents and carers</p>	 <p>5 community members and stakeholders</p>

### Key improvement strategies

<b>Domain 1: Driving an explicit improvement agenda</b> Collaboratively review roles, responsibilities and accountabilities for all staff to provide clarity and purpose in implementing operational and strategic processes.
<b>Domain 6: Leading systematic curriculum implementation</b> Systematically enact 3 levels of planning to ensure every student receives their curriculum entitlement.
<b>Domain 5: Building an expert teaching team</b> Prioritise professional learning in the teaching of reading to strengthen staff disciplinary knowledge and understanding of how students learn to read.
<b>Domain 8: Implementing effective pedagogical practices</b> Broaden teacher and leader understanding of the 3 principles of pedagogy to inform selection of the most effective strategies in relation to the curriculum, the learning and the learner.

### Key affirmations



**Parents and community members promote how the caring relationships staff have with students contributes to the culture of continuous learning.**

Parents speak proudly of ‘the village’ atmosphere within the school and the community, and the way they support students and families ‘on the mountain’. The principal speaks of focusing on enhancing the culture where ‘everyone belongs’ and emphasises the value of effort, growth, and wellbeing for learning. They speak of the importance of positive relationships in contributing to student success. Students appreciate the support of staff and their friends, describing the school as ‘like a family’. Parents and staff value the practice of teachers walking students to the gate at the end of each school day. Teachers highlight that this practice builds relationships with parents as partners in learning and provides opportunities to share student success regularly, fostering positive home–school communication.



**Teaching staff highlight the range of ways they engage with data to inform the starting points for learning for every student.**

The principal highlights the importance of analysing and discussing data to inform decision-making and school improvement. They describe how analysing trends in School Online Reporting Dashboard data informs the Annual Implementation Plan. The principal outlines how data is considered in curriculum implementation and in supporting engagement and wellbeing. They emphasise a data-informed approach to responding to student needs. Teaching staff discuss how they work to understand where students are at in their learning. They speak of using monitoring tools to determine starting points for student learning.



**Parents praise the supportive transitions into Prep and to high school and describe how this prepares their child for new learning experiences.**

Parents praise the playgroup for fostering smooth transitions for young children, commenting ‘the children are already familiar with the school, staff and facilities when they begin Prep’. They discuss how the playgroup connects families together, contributing to a sense of community. Parents and staff appreciate the strong connections with the local state high school and describe how the schools work together for deliberate transitions. They talk about orientation days, extension programs and Science, Technology, Engineering and Mathematics experiences, which build familiarity and confidence for students as they move ‘off the mountain’.



**Parents highly value the flexibility and inclusive approach staff have to supporting their child to successfully learn and engage with their similar-aged peers.**

Staff highlight ‘the kids are the best things about coming to school each day’. They discuss sharing the belief that every student can make academic and social progress at any starting point for learning. Parents talk about the inclusive approach for students who are identified as requiring additional support with academic, and social and emotional achievement. Teachers explain the benefits of working with the same student for a number of years and how this enables continuity of learning and familiarity of practice.