Background:
Springbrook SS is located 36 kilometres south west of the Gold Coast, within the South East education region. The Prep – Year 7 school was established in 1984 and has a current student enrolment of 31 students. The Principal, Sarah Jane Ash, was appointed to the position in 2013.

Commendations:
- Since the previous Teaching and Learning Audit, the school has made improvements in the domains: An Explicit Improvement Agenda; Targeted Use of School Resources; and Differentiated Classroom Learning. Significant improvement has been made in: Analysis and Discussion of Data; A Culture That Promotes Learning; An Expert Teaching Team; and Systematic Curriculum Delivery.
- Individual learning profiles have been developed for every student. These profiles are based upon diagnostic assessment data and include student reading and numeracy goals, in addition to the identification of strategies for improvement. Reports on students' progress towards these goals, as well as, strategies for parents to use at home, are provided to each parent.
- The Principal and staff members are driving a strong improvement agenda based upon the recommendations from the previous audit which has resulted in enhanced student outcomes. Clear targets and timelines have been established and communicated.
- The development of a strong collegial culture is a feature of the school.

Affirmations:
- The pedagogical focus, The Art and Science of Teaching (ASoT), provides a well-researched, evidence-based model for pedagogy and delivers a strong platform from which to drive pedagogical practice.
- There has been a strong focus upon the implementation of school wide reading strategies to improve reading comprehension.
- There is evidence of the development of a data culture involving the systematic monitoring and analysis of diagnostic data to inform the teaching process.
- The school is implementing the Developing Performance Framework (DPF) for teaching staff members.
- Students in Year 6 and 7 have been well prepared for their transition to Junior Secondary in 2015, particularly through the strong partnerships developed with local high schools as part of the Greenheart Cluster Flying Start Initiative.

Recommendations:
- Expand the current system of informal walkthroughs to develop pedagogical practice across the school through the implementation of a system of collegial coaching and mentoring and formal observation to provide written feedback to teachers about their pedagogy.
- Continue with the implementation of the DPF conversations and extend this process to include the non-teaching staff members.
- Continue to implement the pedagogical framework, based upon ASoT, in order to articulate a common language around teaching and learning with a focus upon improved student outcomes.
- Consider strategies to enhance the use of technology as a platform for students to access learning materials and lessons for enhanced independent learning.
- Continue with the use of data to monitor and evaluate student progress and to inform the teaching process. Continue to differentiate teaching for the range of students in classes, including the use of higher order thinking skills, to enable individualised and personalised learning for all students.