

Springwood State High School

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to Elders past, present and emerging, for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.



The Landscape of Learning

The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from elders, teachers and the land itself.

The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscarlot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Springwood State High School** was conducted from **24 to 26 June 2020**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2020 review was identified as 973 and the school enrolment was 628 with an Indigenous enrolment of 5.9% and a student with disability enrolment of 27.8%.

The key improvement strategies recommended in the review are listed below:

- Collaboratively develop and clearly communicate the Explicit Improvement Agenda (EIA) to increase clarity and promote consistency and sustainability of practice. (Domain 1)
- Develop and implement quality assurance processes to ensure a school-wide approach and commitment to the implementation of identified improvement strategies. (Domain 1)
- Strengthen staff member understanding of and commitment to implementing Positive Behaviour for Learning (PBL) with fidelity, accessing regional support staff members for training and development, in addition to quality assurance of processes and procedures. (Domain 3)
- Gain commitment from staff, students, and the wider community to establish and maintain a culture of high academic expectations to complement the school's existing culture of care. (Domain 3)
- Collaboratively develop and enact a strategic approach to enhancing the profile and programs of the school in Springwood and surrounding areas. (Domain 9)
- Develop a systematic process to provide observation and feedback to all teachers in relation to the implementation of the school's pedagogical framework in order to ensure it is actioned with appropriate rigour and professional expertise. (Domain 8)

Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Springwood State High School** from **8 to 10 May 2024**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

School context

Springwood State High School acknowledges the shared lands of the Yugarabul nation and the Yugambah and Jaggera people of the Yugambah and Jaggera language region.

Education region:	South East Region
Year levels:	Years 7 to 12
Enrolment:	574
Indigenous enrolment percentage:	6%
Students with disability percentage:	17.9%
ICSEA value:	982

Review team

Anthony Lanskey	Principal, Reviews, SRR (review chair)
Trevor Buchanan	Principal, Reviews, SRR
Damien Hoare	Principal, Reviews, SRR

Contributing stakeholders



4 reviewers



148 participants



46 school staff



84 students



8 parents and carers



10 community members and stakeholders

Key affirmations

Leaders, staff, students and parents identify a strong sense of belonging and commitment to the school.

Leaders express a commitment to promoting a culture of learning that fosters an environment of high expectations, and a belief that all students are capable of learning successfully. Leaders and staff refer to 'high expectations in a culture of care' with the 'Springwood Learner' at the centre of decision-making. Teachers speak of strong collegial relationships and support from their colleagues. Staff describe the culture of mutual trust and support which exists between leaders and staff. Students and parents articulate the value of relationships between teachers and students and how this makes students feel safe and supported. Students express appreciation for the opportunities provided by staff to support their wellbeing. Parents convey how their child comes home happy from school, and they express appreciation for personalised communication from staff about their child.

Leaders and staff work together to build partnerships that are purposeful, and to enhance opportunities for students' learning and future pathways.

Parents and staff speak proudly of the prominence the school holds within the local area, and its community connections with local sporting clubs and businesses. Students and parents express pride and appreciation for the school and its staff, and the array of opportunities and resources provided for academic, social and sporting endeavours. Staff, students and families identify the value of specialist programs that are enhanced by community partnerships to provide access to a range of opportunities for students. Cluster primary school principals highlight strong relationships with school leaders and staff.

Data drives decisions for school improvement and student support.

Leaders outline how data from sources such as the School Opinion Survey (SOS) have helped to identify responsive strategies based on staff, student and parent voice. They articulate that the use of academic, behaviour and wellbeing data is analysed and disaggregated for priority groups. Teachers express appreciation for the time provided through Curriculum Planning Time (CPT) to collaboratively discuss and analyse data. They convey this helps inform their next steps for teaching. Leaders outline the use of data to track Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA) progress. They describe how this tracking has contributed to 100% of Year 12 students attaining a QCE or QCIA.

Leaders invest in developing staff capability and provide opportunities for them to be experts in their profession.

The Executive Leadership Team (ELT) emphasises the importance of building a professional learning team of highly capable teachers and other staff who are committed to the ethos of the school. Leaders make considerable effort to identify, attract and engage teachers with the expertise and skills to best support the school's culture and professionally deliver programs. Staff praise the investment in building staff capability in Vocational Education and Training (VET) programs through a targeted approach to upskilling teachers in Training and Assessment (TAE) qualifications.

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Collaboratively review the house structure to evaluate impact on student behaviour, engagement, achievement, curriculum and wellbeing outcomes.

Collaboratively develop and communicate a concise improvement agenda to provide greater clarity for staff on improvement priorities and actions.

Broaden the culture of high expectations by prioritising academic achievement and engagement to increase students' connection with, and interest in, learning.

Domain 3: Promoting a culture of learning

Consolidate approaches to PBL and wellbeing to ensure consistent implementation of agreed practices for supporting student engagement and behaviour.

Domain 7: Differentiating teaching and learning

Strengthen teachers' knowledge of differentiation strategies to support them to meet the diverse needs of students in their classes.

Domain 8: Implementing effective pedagogical practices

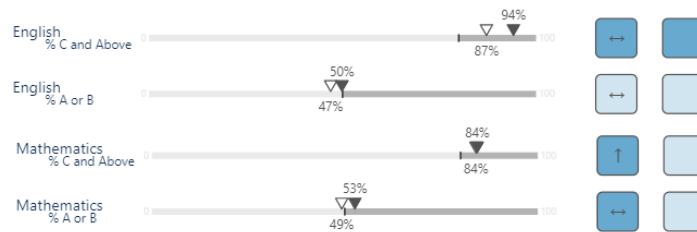
Review and refine collaborative processes for discussing teaching practices, to assist in making informed pedagogical decisions that are responsive to the learner, the learning and curriculum.

Initial data insights

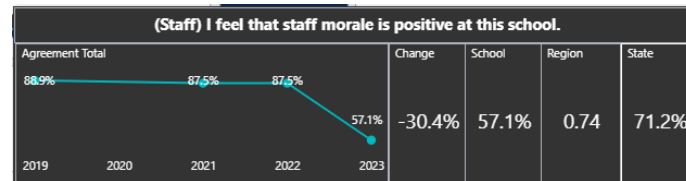
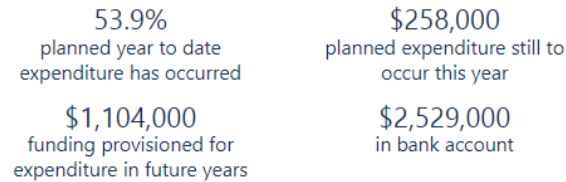
Informing data sets

- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- QCE/QCIA completion rate
- SOS data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest



Actual vs Planned Expenditure as at 31/12/2023



- 'C and above' LOAs in English and Mathematics are above state targets.
- 'A or B' LOAs in Mathematics are above the state target.

- 53.9% of planned expenditure has been invested.

- Staff morale is at 51.7%.

- 100% QCE attainment.

Data-informed inquiries

- Strategies and practices to support students to achieve 'C and above' in English and Mathematics.

- Processes for allocating resources.

- Processes to support staff wellbeing and staff morale.

- Processes to case-manage senior students towards QCE attainment, including career pathway planning.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- **Collaboratively review the house structure to evaluate impact on student behaviour, engagement, achievement, curriculum and wellbeing outcomes.**
- **Collaboratively develop and communicate a concise improvement agenda to provide greater clarity for staff on improvement priorities and actions**
- **Broaden the culture of high expectations by prioritising academic achievement and engagement to increase students' connection with, and interest in, learning.**

Domain 2: Analysing and discussing data

- Strengthen processes for collaborative analysis and interpretation of data to enhance shared ownership by teaching staff and leaders of responses and interventions.

Domain 3: Promoting a culture of learning

- **Consolidate approaches to PBL and wellbeing to ensure consistent implementation of agreed practices for supporting student engagement and behaviour.**
- Review and strengthen processes that promote attendance to lift attendance rates and support student engagement in learning.
- Create and enact a wellbeing framework for staff and students to identify the resources and strategies to further build the health and wellbeing of staff and students.

Domain 4: Targeting school resources

- Embed processes to monitor the targeted use of resources to ensure financial and human resources are targeted towards planned and emerging student and school needs.
- Refine staffing allocation models to prioritise equitable deployment of human resources to support students' needs.

Domain 5: Building an expert teaching team

- Create opportunities for teachers to model and observe effective practices of colleagues to enhance their pedagogical repertoire and classroom instructional practices
- Sharpen staff goal-setting processes to align professional learning with school priorities and individual development needs.

Domain 6: Leading systematic curriculum implementation

- Strengthen processes for teachers and leaders to discuss and endorse curriculum plans to ensure alignment between planning, teaching and the curriculum.
- Quality assure assessments through endorsement processes and moderation across faculties, to ensure integrity of assessment and alignment to the Australian Curriculum (AC).

Domain 7: Differentiating teaching and learning

- **Strengthen teachers' knowledge of differentiation strategies to support them to meet the diverse needs of students in their classes.**
- Refine processes for collaboratively recording, monitoring and moderating interventions and adjustments to ensure students have the support they need and strengthen the integrity of decision-making for the Nationally Consistent Collection of Data on School Students with Disability (NCCD).
- Implement the school's documented models for co-teaching to foster shared-ownership of outcomes for all students.

Domain 8: Implementing effective pedagogical practices

- **Review and refine collaborative processes for discussing teaching practices, to assist in making informed pedagogical decisions that are responsive to the learner, the learning and curriculum.**
- Broaden the purpose and intent of collaborative reflection processes to monitor and evaluate the impact of teaching practices on student learning outcomes.

Domain 9: Building school-community partnerships

- Develop a Parent and Community Engagement (PaCE) framework to enhance opportunities for effective engagement between schools, parents, students and the community.

**bold indicates key improvement strategy*

Domain 1: Driving an explicit improvement agenda

Affirmations

- Leaders, staff and students convey a strong sense of belonging and commitment to the school. They refer to 'high expectations in a culture of care', with the Springwood Learner at the centre of decision-making.
- Staff praise the visibility of the ELT and express their appreciation for their presence in classrooms and in modelling high expectations.
- Staff, parents and the community praise the significant work completed by leaders and staff to improve student wellbeing and community perceptions of the school.
- Staff and parents speak optimistically of the school's future and identify recent transparency in decision-making by leaders as key to ongoing improvement.

Key findings

- Leaders explain the 2024 Annual Implementation Plan (AIP) is underpinned by the 4 pillars of Our Culture, Our Learning, Our Students and Our Pathways. The plan identifies priorities, strategies, targets, timelines and responsible officers.
- Many staff variously identify pedagogy, curriculum or the Springwood Learner as priority areas. They speak of the numerous priorities and express some confusion with the range of improvement initiatives across the school. Many staff express a desire for a clearer and more focused strategic approach.
- Staff reference the 4 houses of Academia, Action, Activist and Arts in guiding pastoral care across the school and curriculum structures in Years 7 to 10. They describe how students have a choice upon enrolment to select a house based on their interests and learning styles. Many staff, parents and junior students highlight the house structure in providing student agency and a sense of belonging.
- Most staff express concerns regarding the impact of the house structure on student engagement, class sizes, preparation for senior secondary curriculum and equity in workload. Staff and students speak of the challenges associated with class dynamics where students are 'streamed by personalities', and the impact of being 'pigeonholed' for the duration of their junior learning.
- Staff express a desire to review the impact of the house structure on curriculum, behaviour, and student engagement and achievement.
- Many leaders and staff describe high expectations in a 'culture of care' and 'knowing our students' as 2024 priorities, and articulate that the approach has supported improvement in student wellbeing. They identify apathy for learning in some students, and advocate for an expanded focus on engagement and academic achievement as the next steps in school improvement.
- Leaders reference the 'High Expectations Culture – Roles and Responsibilities' document that was presented during staff development days to provide clarity for staff and leaders on their role in leading high expectations in the school. Communicating and enacting systems and processes to monitor accountabilities and drive the improvement agenda is yet to occur.
- Some staff, students and parents express concerns regarding the timeliness of communications for whole-school events. They describe 'last minute' information for parades and community days, and express a desire for information to be provided earlier to allow for planning and support of these events.

Improvement strategies

- **Collaboratively review the house structure to evaluate impact on student behaviour, engagement, achievement, curriculum and wellbeing outcomes.**
- **Collaboratively develop and communicate a concise improvement agenda to provide greater clarity for staff on improvement priorities and actions**
- **Broaden the culture of high expectations by prioritising academic achievement and engagement to increase students' connection with, and interest in, learning.**

Domain 2: Analysing and discussing data

Affirmations

- Leaders articulate how student performance, attendance and wellbeing data drives decisions for school improvement initiatives and student support interventions. They outline how data from sources such as the SOS have helped to identify responsive strategies based on staff, student and parent voice.
- Leaders describe how they collaboratively discuss disaggregated data sets for priority groups, analyse possible causes for data differences, and develop actions in response to the data.
- Teachers express appreciation for opportunities provided through CPT to collaboratively discuss and analyse data. They convey this provides a chance for collective voice in unpacking the story of student data and developing next steps for teaching.
- Leaders outline the use of data to track individual student progress towards attaining a QCE and QCIA. They discuss how these tracking systems assist in identifying needs for early intervention or refinement of pathways, contributing to 100% of Year 12 students attaining a QCE or QCIA.

Key findings

- Leaders discuss a data plan has been developed and refined to align with school's strategic priorities and targets for improvement. They articulate data is collected, stored and synthesised in multiple ways, including the use of OneSchool and TrackEd to facilitate data tracking.
- Leaders and teachers identify data snapshots are developed from TrackEd and made available to teachers on the local network.
- Leaders convey they have recently engaged with the Queensland Curriculum and Assessment Authority's (QCAA) Analytics Dashboard app to further refine analysis of achievement data in senior secondary.
- Teachers acknowledge a need to use data to inform teaching and learning. Many teachers discuss how structural changes to the school have impacted ongoing informal and structured opportunities for faculties to discuss data with their peers. Many teachers express a desire to establish further processes that enable discussion of data and collaborative planning of responses with their peers.
- Some teachers and leaders identify an opportunity to expand data conversations to be cyclic and explore the impact of interventions and responses in teaching practice. Some staff recognise analysis of data needs to include the entire teaching team of leaders, teachers and teacher aides.
- Leaders and many teachers convey student absenteeism is a current priority. They discuss how attendance data is tracked and monitored by House Leaders and House Masters. Leaders describe how this data then informs the level of response or identifies the need for further referral for intervention. Many leaders recognise that maintaining a focus on absenteeism data is necessary to ensure proactive and responsive strategies are established.
- Leaders articulate that literacy and numeracy interventions in the junior school are informed by outcomes of diagnostic testing. Gaps in learning are identified through data analysis and students are provided with an intensive literacy and numeracy program to support achievement success in Years 7 to 9 English and Mathematics.
- Leaders indicate 100% of students who are working towards an Australian Tertiary Admission Rank (ATAR) were offered entry into university in the previous year. They attribute this success to ongoing monitoring of student achievement data and responsive interventions.

Improvement strategy

- Strengthen processes for collaborative analysis and interpretation of data to enhance shared ownership by teaching staff and leaders of responses and interventions.

Domain 3: Promoting a culture of learning

Affirmations

- Teachers strongly attest to the collegial relationships and support from their colleagues. Staff speak of the strong culture of mutual trust and support which exists between leaders and staff.
- Leaders express a commitment to promoting a culture of learning that fosters an environment of high expectations in engagement and wellbeing, and a belief that all students are capable of learning successfully.
- Students and parents articulate the value of relationships between teachers and students, and how this makes students feel safe and supported.
- Students express appreciation for opportunities provided by staff to support their wellbeing. Parents describe how their child comes home happy from school.
- Parents convey appreciation for personalised communication from staff about their child's assessments and upcoming events.

Key findings

- Leaders highlight the importance of the house system in underpinning the school's culture. Students express how the houses are represented by First Nations native animals and colours, and foster a sense of belonging. Leaders, teachers and students convey how the House Councils provide voice to drive student engagement.
- The 2023 SOS indicates staff morale is at 51%. Staff attribute this to the change of staffrooms from faculties to a house structure, and the consultation process for this change.
- Leaders describe their journey in reviewing whole-school approaches to supporting behaviour with an emerging focus on PBL and wellbeing. This focus is supported by a team of leaders, and staff who describe creating fortnightly focus snapshots for teachers to integrate into their teaching. Some teachers acknowledge the value of these snapshots and how they support purposeful conversations with students regarding behaviour expectations.
- Some teachers and students express variability in how and when the behaviour expectations are taught across year levels. Leaders identify that the approach to displaying and using snapshots as a tool to drive behaviour conversations is yet to be consistent. Many teachers and students discuss inconsistency in teachers' application of the expected standards and agreed behaviour support practices.
- Leaders acknowledge the importance of staff wellbeing as part of the culture of care. Some staff members express that staff wellbeing is an emerging priority due to a range of factors. Leaders identify documenting and enacting a staff wellbeing framework is an important next step.
- Many teachers and students express concern regarding the impact of student absenteeism on learning. They identify absenteeism and truancy as significant barriers to continuity of learning. Staff discuss challenges with attendance on Thursdays, with students not attending the Learning Engagement Electives (LEE). Leaders indicate a need to review and strengthen current attendance and engagement processes to maximise student engagement in learning.
- Students and teachers describe the use of 'STORM Tokens' as a whole-school reward system. Students articulate how they place tokens into raffles, and prizes are drawn at the end of each term. Students express excitement for the major raffle prizes at the end of year.

Improvement strategies

- **Consolidate approaches to PBL and wellbeing to ensure consistent implementation of agreed practices for supporting student engagement and behaviour.**
- Review and strengthen processes that promote attendance to lift attendance rates and support student engagement in learning.
- Create and enact a wellbeing framework for staff and students to identify the resources and strategies to further build the health and wellbeing of staff and students.

Domain 4: Targeting school resources

Affirmations

- Staff and students express appreciation for the investment in facility renewal. Students discuss how they are consulted on facility enhancements, and express they feel heard as leaders have prioritised these improvements.
- Staff describe the positive presentation of the school and its surrounds. Students articulate that the open spaces make the school a welcoming environment. Leaders articulate how designated areas for each house provide students with a sense of belonging.
- Leaders describe strong working relationships with regional office services regarding human resources, finance and facilities to support the development of strategic planning and monitoring processes.
- Leaders communicate how they are exploring ways to maximise community access to school facilities. They further share plans to improve the accessibility of facilities for students with disability. Leaders outline how they have sought grants and planned significant funds for future provisions to support facility enhancements.

Key findings

- Some leaders articulate formal and ongoing informal processes for collaboration and discussion of budgets and resourcing have been established. They describe how this is strengthening collective knowledge among leaders of effective resource management to meet student and school priorities.
- Many leaders acknowledge that processes for close monitoring of the budget are necessary to ensure financial and human resources are targeted towards school improvement priorities and student needs. Some leaders identify monitoring processes may support flexibility of the budget to meet emerging needs throughout the year, while maintaining confidence in the school's financial position. The ELT recognises a need to embed newly established physical and human resources to ensure they are sustained.
- Many staff comment that the current staffing allocations are focused on an equality model. They describe how the house structure is prioritised for student selection of interest areas. Leaders explain this results in houses having variable student enrolments and a concentration of complex student needs in some houses.
- Many staff discuss how the current house structure and associated staff allocation model is yet to consider the equitable provision of resources to suitably meet student needs and support staff wellbeing. They consider that having a staff allocation model based on equity of student support has the potential to improve student access to case managers, balance the workload demands of leaders, teachers and teacher aides, and enhance the support that may be provided by leaders to teachers.
- Some leaders discuss they are currently exploring how service provision and efficiencies within office administration can be strengthened. They identify roles, responsibilities and systems need to be clarified to enhance the experience of families, students and the community when they engage with the school. They further explain this refinement needs to consider staff capability development to ensure sustainability of knowledge among the administration team.
- Many leaders and teachers articulate that the Bring Your Own Device (BYOD) program is being expanded. They recognise the financial implications of this program for families and the need to ensure equity devices are available. Some leaders comment that asset replacement schedules have recently been reviewed and financial provisioning has been prioritised to ensure equity devices and computer labs meet the technology needs of curriculum programs.

Improvement strategies

- Embed processes to monitor the targeted use of resources to ensure financial and human resources are targeted towards planned and emerging student and school needs.
- Refine staffing allocation models to prioritise equitable deployment of human resources to support students' needs.

Domain 5: Building an expert teaching team

Affirmations

- The ELT emphasises the importance of building a professional learning team of highly capable teachers and staff who are committed to the school's ethos.
- Staff members comment positively on collaborative practices and the collegial environment, and describe high levels of professional support and trust.
- The ELT makes considerable effort to identify, attract and engage teachers with expertise and skills to best support the school's culture and professionally deliver programs.
- Cluster primary school principals describe strong relationships with the current principal. Leaders engage in walkthroughs at each other's schools and are exploring curriculum sharing opportunities to strengthen teachers' capability.
- Staff praise the investment in building staff capability in VET programs through a targeted approach to upskilling teachers in TAE qualifications.

Key findings

- Leaders articulate how they provide opportunities to build staff capability through CPT and 'PD Cafes'. In PD Cafes, professional learning and best practices are shared in a whole-staff meeting environment. Many teachers acknowledge and appreciate the time provided for this sharing of practice and collaboration. A number of teachers convey they would appreciate further opportunities to observe best practices of colleagues in their faculty to expand their pedagogical repertoire and classroom instructional practices.
- Leaders acknowledge the importance of providing strategically planned professional learning, aligned with the school's AIP, including opportunities for peer sharing and modelling of effective practices.
- Leaders describe how documented staff goal-setting processes are used to identify the capability development needs of teachers and teacher aides, aligned to improvement priorities. Staff express variability in reflecting on the progress of their goals and accessing aligned professional learning. Staff express a willingness to explore avenues to support further individual growth opportunities.
- Beginning and new teachers acknowledge the time and support provided in developing their knowledge and skills to facilitate a seamless transition into the school. They speak positively of their experience with the induction program, and identify weekly opportunities are available for professional learning, check-ins and organisation of portfolios. All beginning teachers are provided with a mentor teacher.
- Some teachers indicate the ELT provides aspirant opportunities including acting in middle and school leadership roles. Most leaders and aspiring leaders convey appreciation for the principal who provides regular sessions to develop leadership capabilities.

Improvement strategies

- Create opportunities for teachers to model and observe effective practices of colleagues to enhance their pedagogical repertoire and classroom instructional practices
- Sharpen staff goal-setting processes to align professional learning with school priorities and individual development needs.

Domain 6: Leading systematic curriculum implementation

Affirmations

- Leaders and staff identify the significant work on curriculum familiarisation and planning undertaken over the last 3 years.
- Staff express appreciation for CPT provided each week to allow staff to plan, moderate and review curriculum plans.
- Leaders and teachers speak of the strong collegial approach to moderation with other high schools through ENABLE, a strategic leadership coalition of 14 state high schools across Logan and the Scenic Rim. They identify the approach provides alignment across local schools in planning and assessment.
- Leaders, staff, students and community members express appreciation for the range of VET opportunities provided through school-based programs and external Registered Training Organisations (RTO).

Key findings

- Leaders articulate that a phased approach to transitioning from the Australian Curriculum Version 8.4 (ACV8.4) to ACV9 is documented, with leaders and teachers highlighting all junior subjects are on track for full implementation by 2027. They indicate departments are responsible for the development of year and unit plans.
- Most staff describe using collaboratively developed planning templates, known as Teaching, Learning and Assessment Plans (TLAPs). Some leaders and teachers express concerns over consistency in completing TLAPs across the school. Leaders speak of a focus on building consistency in planning through CPT.
- Staff speak of LEE operating 2 lessons per week to allow for CPT to occur. They explain LEE classes are optional for students, and have been established in areas of interest under the house structures.
- Staff promote how the CPT process supports reflection of units and allows for refinement of planning, teaching and assessment practices. Leaders identify CPT allows staff to collaborate on school priorities including curriculum planning, moderation and pedagogy. Some staff talk about the impact of CPT and LEE on lower student attendance on these days.
- Leaders describe a 3-phase moderation process of 'before, during and after' operates through CPT. They articulate that a '21st Century Innovative Curriculum Process' document contains guidelines for the different moderation and planning meetings.
- Leaders highlight this checklist is used to assist in enacting CPT meetings, and provides consistency in collaborative planning, differentiation, moderation pre-assessment and Collaborative Assessment of Student Work (CASW). They identify strengthening quality assurance of the alignment between curriculum, teaching and learning as a next step.
- Some leaders and staff further express concerns over the alignment of marking guides to the AC and identify quality assurance of assessment through endorsement processes as an emerging practice.
- Leaders identify a deliberate approach to supporting smaller classes in senior secondary to provide greater opportunities for students. They comment that current enrolment limits the range of senior subjects and programs. The principal identifies an opportunity to investigate alternative ways to support and sustain curriculum diversity.

Improvement strategies

- Strengthen processes for teachers and leaders to discuss and endorse curriculum plans to ensure alignment between planning, teaching and the curriculum.
- Quality assure assessments through endorsement processes and moderation across faculties, to ensure integrity of assessment and alignment to the AC.

Domain 7: Differentiating teaching and learning

Affirmations

- Parents express appreciation for the opportunity to collaborate with their child and teachers in developing individual student goals. They articulate how teachers offer helpful strategies for students to improve. Parents provide examples of how this process has supported students to progress academically and socially, and has increased student confidence.
- Leaders articulate how they prioritise the opportunity for all students to attain a QCE. They discuss the use of targeted interventions and adjustments made to meet students' needs. Leaders acknowledge that for some students, a QCIA pathway is required, and describe how they connect learning goals within the QCIA to concepts covered in class to provide alignment of learning.
- Leaders articulate a commitment to ensuring every student experiences success in their learning. They describe targeted efforts to support students on an Individual Curriculum Plan (ICP) to progressively move them to mainstream curriculum programs. Teachers highlight interventions and targeted teaching have resulted in many students achieving greater than 12 months growth each year.

Key findings

- Leaders describe recent practices to engage inclusion teachers in planning stages of CPT. Many teachers discuss this is beneficial to support fronting of differentiation. Some teachers express a desire to expand this focus to include English as an Additional Language or Dialect (EAL/D) staff in the planning process to help inform proactive differentiation strategies aligned with bandscales.
- Many teachers describe the range of complex student needs and the efforts undertaken to support their learning. They identify a need to provide differentiated teaching and learning for students with diagnosed needs and for other students. Many teachers discuss some professional learning provided to expand their repertoire of practices. They express a desire to strengthen their knowledge to meet the full range of needs in their classes.
- Teachers and leaders describe an intent to provide an inclusive learning environment, where students learn alongside their similar-aged peers. Models for co-teaching between classroom teachers and inclusion staff are documented and informed by contemporary research. Teachers communicate variable knowledge of models for co-teaching and their shared responsibility to plan and provide support for all students.
- Leaders and teachers discuss how appropriate levels of support need to be available to meet students' needs, which may further an inclusive model of education. Leaders and many teachers discuss they make many adjustments for students that are not always recorded or evidenced correctly. Leaders identify a need to refine documentation processes of differentiation records to provide greater clarity on the levels of support provided to students.
- Leaders describe recent engagement with the ENABLE network to moderate recorded adjustments to provide greater integrity of decision-making for the NCCD.
- Many teachers express a desire to expand the 'general' subject offerings in Years 11 and 12. They recognise a need to increase student interest in these more challenging subjects, and suggest early identification of high-performing students may occur. Some parents and students comment that a number of teachers run extension lessons during lunch time to help challenge students.
- Many teachers identify a need to look at further ways students may be academically challenged and extended through the junior year levels, both in class and as whole-school extracurricular offerings.

Improvement strategies

- **Strengthen teachers' knowledge of differentiation strategies to support them to meet the diverse needs of students in their classes.**
- Refine processes for collaboratively recording, monitoring and moderating interventions and adjustments to ensure students have the support they need and strengthen the integrity of decision-making for the NCCD.
- Implement the school's documented models for co-teaching to foster shared-ownership of outcomes for all students.

Domain 8: Implementing effective pedagogical practices

Affirmations

- Leaders articulate highly effective teaching is the key to improving student learning. Leaders and staff highlight the significant work completed in collaboratively developing the '21st Century Pedagogies at Springwood' approach, to provide teachers with a common language about pedagogy.
- Leaders express a belief that exploring current research on effective teaching positively contributes to building a culture of inquiry and innovation and promotes student engagement. Teachers identify deep learning and the use of 'big questions' helps foster this culture.
- Leaders and teachers acknowledge the importance of purposeful collaboration for improving teaching practice.
- Staff express gratitude for the professional learning opportunities provided through CPT to build an understanding about the school's pedagogical approaches and practices.

Key findings

- Leaders explain 21st Century Pedagogy at Springwood, aligned to the Our Learning pillar, is the school's 'mixed pedagogical approach'. They identify a poster and placemat which captures the school's evidence-informed pedagogical approaches and practices. They speak about moving from teachers as 'deliverers of knowledge', to 'activators of student learning'.
- Teachers describe the many pedagogical approaches identified for use in their teaching practice. Some leaders and staff further reference 'house-specific pedagogies' as guiding their planning and selection of teaching practices and approaches.
- Some staff relay that the range of identified practices causes some confusion when determining which approach best supports the needs of their specific curriculum and classes. They express a desire for further support in understanding and selecting pedagogical approaches best suited to their curriculum and their learners.
- Some staff indicate they use a reflection process in CPT to review the effectiveness of teaching practices in units delivered. They suggest that further opportunities to evaluate the impact of their teaching on student learning outcomes would be beneficial.
- Most teachers acknowledge the importance of providing improvement-focused feedback to students. Many students indicate they receive feedback, primarily on drafts and assessments.
- Leaders speak of the 'effort matrix', collaboratively developed to quality assure reporting processes for effort and behaviour. They explain the matrix data is used to report to parents on student effort and to guide Specific Measurable Achievable Realistic Timely (SMART) goal development in Personal Learning Plans (PLP) meetings held each term.
- Many parents praise the PLP process in allowing them to engage formally with teachers regarding their child's learning progress. Some parents, students and teachers suggest that PLP meetings with the student's teacher, as opposed to someone who doesn't teach the student, would be more valuable in supporting student learning and engagement.
- Staff identify leveraging digital pedagogies as part of the Deep Learning 6 Cs approach. They express concerns regarding student take-up of the BYOD program and its impact on enacting digital pedagogies. They highlight the disbanding of the lease and borrow model for BYOD has impacted access to technology for some students.

Improvement strategies

- **Review and refine collaborative processes for discussing teaching practices, to assist in making informed pedagogical decisions that are responsive to the learner, the learning and curriculum.**
- Broaden the purpose and intent of collaborative reflection processes to monitor and evaluate the impact of teaching practices on student learning outcomes.

Domain 9: Building school-community partnerships

Affirmations

- Parents and staff speak proudly of the prominence the school holds within the local area and its community connections with local sporting clubs and businesses.
- Students and parents express pride and appreciation for the school and its staff, and the array of opportunities and resources provided for academic, social and sporting endeavours.
- Staff, students and families identify the value of specialist programs, that are enhanced by community partnerships, in providing access to a range of opportunities for students.
- Parents and students describe the Arts and Australian Football League (AFL) programs as providing a strong sense of belonging for students. Leaders promote the strong partnership with AFL Queensland supports students through the AFL School of Excellence.
- The school-based AFL development officer describes how the excellence program is attracting new enrolments. They promote how the school's facilities are used for state carnivals, gala days and local club training.

Key findings

- Staff identify a wide range of partnerships that support the diversity of programs available to students. They highlight several partnerships are guided by Memorandum of Understanding (MOU), with roles, accountabilities and desired outcomes identified. A school-funded Industry Liaison Officer (ILO) supports students to access a range of pathways.
- Parents and Citizens' Association (P&C) members convey the challenges of sustaining an active P&C. The principal indicates a need to develop a PaCE framework to communicate how parent engagement and consultation will be enacted. Some staff indicate this framework may also provide additional support and connection for parents who are new to the school, and for non-English speaking families.
- Leaders articulate how they have focused on promoting the school within the community. Leaders and some staff describe investigating opportunities to sustain promotion of the school through partnerships and communication to the community and parents through social media platforms and the school website.
- Some leaders highlight strong partnerships with tertiary institutions to support student learning through programs such as Experience Genetics and Experience Ecology. They convey how they are provided with opportunities to develop their capability, accompanied by resources to further impact student learning.
- Local primary school principals convey how students and staff may access the high school's facilities, such as the pool and classrooms, to support learning. Leaders describe a long-standing, multi-level approach to supporting student transitions to secondary school including targeted programs for students with disability. School staff work with primary school colleagues to facilitate smooth transitions.
- Leaders and students indicate many partnerships are aligned to house structures. Leaders and some staff identify tailored partnerships and active connections with locally based businesses, community groups, sporting organisations, the local government, RTOs, and tertiary education providers to provide access to student learning pathways beyond Year 12.
- Leaders express a desire to monitor and strengthen these partnerships to further support and expand pathways for students. They identify increased engagement with the community to support curriculum, teaching and learning as a priority.

Improvement strategy

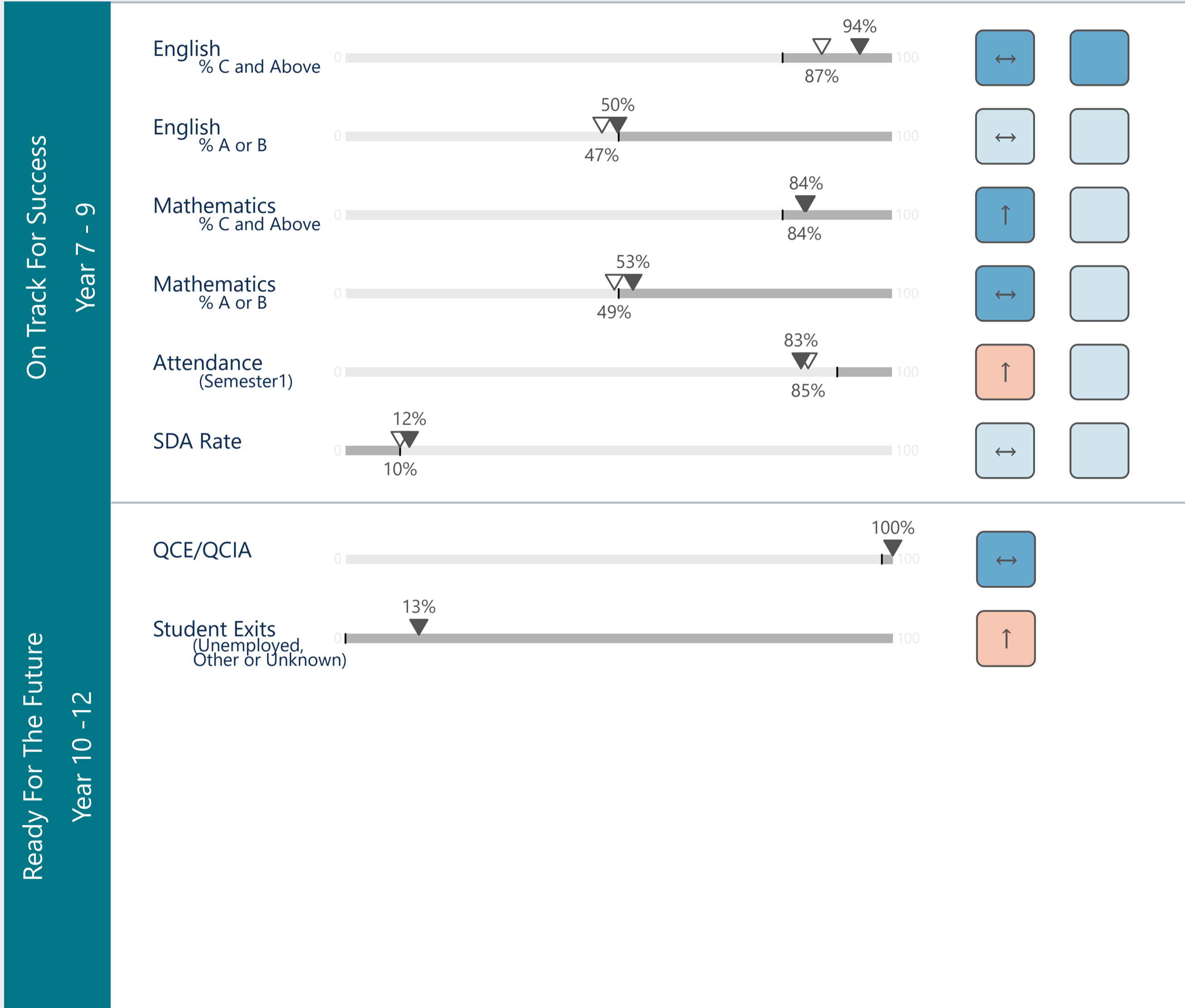
- Develop a PaCE framework to enhance opportunities for effective engagement between schools, parents, students and the community.

ICSEA 982	Total Students 592	First Nations Students 35	Students With Disability 112	Students In Care 4	School Springwood State High School
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Student Performance

Actual Relative

Governance



Actual vs Planned Expenditure as at 31/12/2023

63.1% planned year to date expenditure has occurred	\$853,000 planned expenditure still to occur this year
\$743,000 funding provisioned for expenditure in future years	\$1,893,000 in bank account

Allocated staffing resources used as at 31/12/2023

89.2% Day 8 allocated teaching resources used	FTE diff 51.5 46.0	-5.5 Day 8 FTE allocation paid FTE
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Staff morale (School Opinion Survey)

55%

Completion of annual safety assessment

YES NO

Student safety (School Opinion Survey)

64%

School audit rating as at 31/10/2023

Self Manage Support Priority Support

Utilisation rate as at 01/08/2023

<=60% 61%-80% 81%-94% >=95%

On Track For Success Year 7 - 9

Ready For The Future Year 10 -12

Financial practices

Workforce practices

HSW

School mgmt.