Spring Mountain State School

School review executive summary

About the school

Spring Mountain State School acknowledges the shared lands of the Jagera nation and the Jagera people of the Yuggera language region.

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	628
Indigenous enrolments	2.6%
Students with disability	9.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1055

About the review

3 reviewers from 20 to 22 November 2023

132 participants

50 school staff

45 students

30 parents and carers

7 community members and stakeholders

Key improvement strategies

Domain 5: Building an expert teaching team

Sustain ongoing induction and capability building processes to ensure current and incoming staff understand and implement expected ways of working.

Domain 6: Leading systematic curriculum implementation

Expand opportunities for teachers to collaboratively design marking guides and systematically discuss what A-standard work looks like to drive their focus on lifting student achievement.

Domain 7: Differentiating teaching and learning

Systematically enact opportunities for co-teaching and modelled practice to build teachers' capability in differentiated teaching practice.

Domain 8: Implementing effective pedagogical practices

Consolidate the expected school pedagogical approaches to ensure a shared understanding among all staff.

Domain 1: Driving an explicit improvement agenda

Further refine the roles, responsibilities and accountabilities of leaders to provide clarity of actions in driving the Explicit Improvement Agenda.

Key affirmations

Staff share their dedication to providing students with an individualised education that challenges their minds, extends their emotional intelligence, and builds self-worth and acceptance.

Leaders articulate that, since opening of the school in 2019, purposeful, precise and clear decisions based on the contexts of students and community have been key to success. They explain that all whole-school decisions are made in consideration of scalability and consistency within a fast-growing environment. The principal articulates the importance of ensuring that staff and community members are provided with multiple opportunities to have voice in decision-making.

Leaders strive to build and support an inclusive school-wide culture.
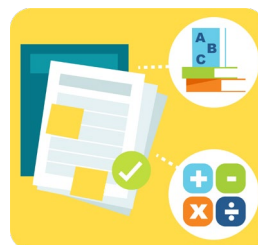
Recommendations identified through a self-assessment of inclusive practices and differentiated teaching and learning are driving school-wide improvements. Teachers case-manage students. They plan and deliver differentiated teaching and learning for all students.

Leaders affirm a strong focus on continuous improvement, and all staff share responsibility for student progress.

Leaders are building an expert teaching team to support school-wide expectations and implement priority areas of improvement. Leaders strategically and deliberately recruit staff to best fit the context of the school. Staff members describe the teaching team as a strength of the school and comment that their cohort teams collaborate well, share resources, and problem solve together.

Students and parents articulate a strong a sense of pride in and belonging to the school community.

Staff members recognise the importance of building positive, caring and trusting relationships with students to support their success. They work to foster mutually respectful relationships across the school community. Teachers articulate the importance of the student-centred approach.

Queensland Government