

# Springfield Central 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

Springfield Central State School acknowledges the shared lands of the Jagera, Yuggera and Ugarapul people. We pay our respects to their Elders, past and present.

### About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	1005
Aboriginal students and Torres Strait Islander students	4.1%
Students with disability	15.2%
Index of Community Socio-Educational Advantage (ICSEA) value	1055

### About the review

 <p>4 reviewers from 18 to 21 November 2025</p>	 <p>329 participants</p>	 <p>88 school staff</p>
 <p>172 students</p>	 <p>60 parents and carers</p>	 <p>9 community members and stakeholders</p>

### Key improvement strategies

**Domain 8: Implementing effective pedagogical practices**  
Strengthen unit planning, aligning instances of deep and transfer learning with Pedagogical Practices for Learning (PP4L) in all learning areas, to further engage and extend all students.

**Domain 7: Differentiating teaching and learning**  
Embed the whole-school philosophy of inclusion and inclusive practices to ensure every student belongs and is supported to participate, learn, succeed and achieve.

**Domain 6: Leading systematic curriculum implementation**  
Embed collaborative curriculum review processes, informed by data and student voice, to ensure learning experiences are flexible, relevant and meaningfully adapted to local contexts and student interests and needs.

**Domain 8: Implementing effective pedagogical practices**  
Systematically enact professional learning on effective pedagogies for digital learning to empower teachers in delivering the Australian Curriculum (AC) using digital tools and resources.

### Key affirmations



**Staff, parents and students celebrate a culture of high expectations for all students' learning, behaviour and wellbeing, which fosters a positive learning environment.**

Leaders highlight a culture of high expectations. Teachers and parents value the sustained focus on maintaining respectful behaviours and relationships and safe, supportive, orderly classrooms in which all students can thrive in their learning. Staff members and parents celebrate how school staff work hard to make a difference for all students through implementing quality learning experiences in classrooms. Parents praise staff for reflecting community expectations by implementing a holistic and nurturing education for all students.



**Leaders and teachers affirm a systematic approach to collaborative curriculum planning supports high-quality, engaging and age-appropriate learning experiences for all students.**

Leaders and teachers promote the use of detailed curriculum plans that inform teachers' practice and strategies to engage students in learning. Teachers highlight how leaders drive a collaborative approach to curriculum planning, guiding teachers in planning activities during weekly meetings. Leaders emphasise their pride in and shared accountability for leading curriculum, teaching and learning across the school. They speak of rigorously quality assuring and aligning the curriculum to system requirements.



**Teachers emphasise their commitment to continuously improving their practice and building strong relationships to engage their students in learning.**

Teachers express their dedication to continuous and collaborative learning to improve their teaching practice. They value using their professional knowledge and skills to differentiate teaching and learning to drive students' learning improvement. Students value the positive relationships developed with their teachers and the support they receive to improve their learning, including academic and wellbeing support. Parents praise staff for their commitment to supporting all students to succeed.



**Leaders highlight the valued connections with the local and wider community that enhance learning, engagement, wellbeing and opportunities for students.**

Leaders and staff emphasise the importance of engaging parents as partners in their child's education. Parents highlight the recent learning opportunities provided to them in relation to the reading initiative and resilience program, explaining such activities assist them in being involved in their child's learning. Leaders, staff and students speak proudly of partnerships developed with Goondeen and the Greater Springfield Learning Coalition. Leaders and staff describe the value of participating in coalition initiatives, speaking of how these activities benefit their teaching and positively impact student learning. Students speak highly of the opportunities they have as Goondeen Guardians to collaboratively 'create a culture of belonging'.