

Bibboohra State School

School review report

Acknowledgement of Country

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

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 Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Bibbohra State School** was conducted from **19 to 20 November 2020**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2020 review was identified as 961 and the school enrolment was 75 with an Indigenous enrolment of 12.7% and a student with disability enrolment of 6.7%.

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

- Collaboratively explore, identify and enact agreed school-wide pedagogical approaches to inform teaching and learning at the school. (Domain 8)
- Strengthen the culture of inquiry and innovation through the promotion of student voice towards creative exploration of learning. (Domain 3)
- Develop the capability of teachers to engage all students as assessment-literate learners through the use of goal setting, feedback, learning intentions and success criteria. (Domain 8)
- Build on current curriculum processes to deepen staff member knowledge of the Australian Curriculum (AC) to develop and deliver locally relevant and connected units across all learning areas. (Domain 6)
- Collaboratively review and refine structures for all staff members to receive formal and informal feedback through observation, modelling, mentoring and coaching opportunities. (Domain 5)

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Introduction

This report is a product of a school review carried out by School and Region Reviews (SRR) at Bibbohra State School from **10 to 11 September 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 SRR and reviews for Queensland state schools please visit the [School reviews website](#).

Timeline 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 publish the review 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. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

School context

Bibbohra State School acknowledges the shared lands of the Muluridji nation and the Muluridji people of the Muluridji language region.

Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	74
Indigenous enrolment percentage:	24%
Students with disability percentage:	20%
ICSEA value:	985

Review team

Darren Sengstock	Principal, Reviews, SRR (review chair)
Jenny Watson	Principal, Reviews, SRR

Contributing stakeholders



2
reviewers



34
participants



12
school staff



13
students



8
parents and
carers



3
community
members and
stakeholders

Key affirmations

Staff and parents express they appreciate opportunities for students to be creative and take an inquiry approach to learning.

Staff, parents and students highlight the outdoor learning opportunities available, including gardening, cooking, safe cycling, excursions, camps and sport. Students speak proudly about their work in a range of areas. Staff, students and parents speak of the opportunities for learning the school grounds and facilities provide. They highlight how the extensive garden area encourages student engagement.

The principal outlines work to expand opportunities for students to build engagement and achievement.

Teachers describe contextualising the curriculum to make it relevant and engaging for students via integrating learning areas and localising learning. The principal speaks of fostering a holistic approach to ensure every student feels valued, safe and inspired. Students convey they appreciate staff providing an interesting and engaging curriculum.

Leaders describe aligning human resources to meet student needs.

Leaders talk about applying resources to maximise student engagement and learning. The principal conveys the importance of ensuring resources are directed to support student learning. They describe how funds are applied to provide additional teacher aide time to deliver support for all classes and targeted individual support for students as required.

The principal celebrates the highly capable team, speaking of a shared responsibility for student learning.

Staff outline regular informal discussions about teaching and learning, commenting there is always someone to discuss student progress with. They express enthusiasm for continuously enhancing their capability to improve student learning, speaking of expanding their knowledge and learning informally from each other. The principal, teachers and parents comment they value the role of teacher aides as members of the teaching team.

Key improvement strategies

Domain 6: Leading systematic curriculum implementation

Collaboratively develop a plan for systematic curriculum delivery that meets system requirements to ensure all students receive their curriculum entitlement.

Domain 3: Promoting a culture of learning

Prioritise consistent, transparent communication practices and opportunities for authentic collaboration to foster a collegial culture of mutual trust and support.

Domain 9: Building school-community partnerships

Initiate practices that build positive relationships with families to engage parents as valued and integral members of the school community and partners in their child's education.

Domain 6: Leading systematic curriculum implementation

Establish collaborative processes for staff to align units, assessment, marking guides and reporting to aspects of relevant achievement standards to ensure consistent judgements and accurate reporting.

Domain 5: Building an expert teaching team

Investigate opportunities within and beyond the school for staff to work together to build capability and learn from each other's practices.

Initial data insights

Informing data sets

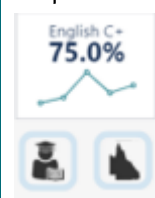
- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- School Opinion Survey (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

Prep to Year 2



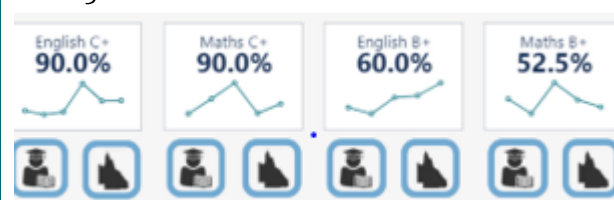
Prep to Year 2



Staff morale (School Opinion Survey) ⓘ



Years 3 to 6



- Prep to Year 2 English and Mathematics A or B LOAs are below the statewide target and relative comparison data.

- Prep to Year 2 English C and above LOAs are below the statewide target and relative comparison data.

- SOS data specifies 38% of staff indicate morale is positive.

- Years 3 to 6 English and Mathematics C and above and A or B LOA results are above statewide targets and relative comparison schools.

Data-informed inquiries

- Factors impacting Prep to Year 2 English and Mathematics A or B LOA.

- Factors impacting Prep to Year 2 English C and above LOA.

- Factors contributing to staff morale.

- Factors influencing Years 3 to 6 English and Mathematics LOA.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- Develop collaborative processes for advancing the school vision and improvement agenda with staff and stakeholders to foster a shared understanding and collective responsibility for progressing improvement priorities.
- Sharpen improvement priorities with timelines aligned to measurable student goals to enable collaborative and systematic evaluation of the effectiveness of improvement strategies and actions.

Domain 2: Analysing and discussing data

- Collaboratively review the whole-school data plan, in consideration of school priorities, to ensure data collected is purposeful and used to drive teaching and learning.
- Establish processes for deliberate, structured analysis of a range of school-wide, cohort, class and individual data to inform decision-making and monitor the impact of school practices.

Domain 3: Promoting a culture of learning

- **Prioritise consistent, transparent communication practices and opportunities for authentic collaboration to foster a collegial culture of mutual trust and support.**
- Collaboratively review and refine processes and practices for supporting appropriate student behaviour to build consistency of practice that contributes to the safe, positive learning environment.

Domain 4: Targeting school resources

- Implement processes for staff collaboration regarding budget and resource allocation to foster a shared understanding and transparent decision-making.

Domain 5: Building an expert teaching team

- **Investigate opportunities within and beyond the school for staff to work together to build capability and learn from each other's practices.**
- Sharpen practices for setting professional goals to ensure goals are aligned with school priorities and their progress is reviewed.

Domain 6: Leading systematic curriculum implementation

- **Collaboratively develop a plan for systematic curriculum delivery that meets system requirements to ensure all students receive their curriculum entitlement.**
- **Establish collaborative processes for staff to align units, assessment, marking guides and reporting to aspects of relevant achievement standards to ensure consistent judgements and accurate reporting.**

- Develop regular opportunities for staff to collaboratively review and refine curriculum to strengthen their understanding of the AC and their confidence to implement the curriculum.

Domain 7: Differentiating teaching and learning

- Establish professional learning opportunities for strengthening staff knowledge of effective differentiated teaching and learning to enable students to be appropriately engaged, challenged and extended.
- Develop professional learning opportunities that enhance staff capability in supporting students in monitoring their own learning to encourage them to set goals for future learning aligned to curriculum standards.
- Develop opportunities for parents and staff to identify shared goals for student learning to strengthen partnerships between home and school that focus on each student's learning and achievement.

Domain 8: Implementing effective pedagogical practices

- Develop opportunities for staff collaboration and discussion about pedagogy to build a common language and shared understanding of effective teaching practices and the 3 principles of pedagogies.
- Develop processes for modelling, observations and constructive feedback to facilitate teachers' reflection on and refinement of their pedagogical practices.

Domain 9: Building school-community partnerships

- **Initiate practices that build positive relationships with families to engage parents as valued and integral members of the school community and partners in their child's education.**
- Investigate further links with other schools to provide networking opportunities for staff and partnerships that strengthen staff capability and student learning.

* **Bold indicates key improvement strategy**

Domain 1: Driving an explicit improvement agenda

Affirmations

- Staff express a strong commitment to supporting students to succeed. They identify student learning progress, engagement and wellbeing underpin the school's approach to improvement. Staff convey they focus on targeting learning for students.
- Staff discuss the importance of collegiality. They describe working with one another to improve student outcomes.

Key findings

- The principal expresses they are continuing to enhance the positive school profile among the wider community. They articulate a vision of promoting state schooling, and building and sustaining structures and programs that are valued by the school community to increase enrolments.
- The principal articulates emerging contextual factors in the local area, including significant shifts in the demographic profile. They and some staff describe increasing enrolments of students with complex needs and an increased level of support provided to them.
- The principal conveys the latest strategic plan was developed by previous leaders. They recognise some Annual Implementation Plan (AIP) strategies and actions are in early phases of enactment. The principal mentions that some tracking of the strategic plan is undertaken using the 9 domains of the School Improvement Tool (SIT) and a 'traffic light system'. They recognise the next strategic planning cycle will provide opportunities to collaboratively advance the school vision and reprioritise strategies via data analysis.
- Some staff articulate they know some of the AIP priorities, particularly the 'the curriculum focus'. Many staff and stakeholders convey they are unfamiliar with the AIP strategies and actions.
- Some staff express a desire for clarity regarding their role in driving school improvement priorities. The principal recognises a need to develop collaborative processes for staff and stakeholders to drive the improvement agenda to foster a shared understanding and collective responsibility for progressing improvement priorities.
- The principal articulates the AIP contains some measurable student outcome targets. They recognise the importance of including accompanying timelines to enable systematic evaluation of the effectiveness of AIP improvement strategies and actions.
- Over time, new staff have commenced with various experience. Some staff express a desire for new staff to be supported in understanding school culture, priorities, practices and accountabilities to improve student wellbeing, engagement and academic outcomes.

Improvement strategies

- Develop collaborative processes for advancing the school vision and improvement agenda with staff and stakeholders to foster a shared understanding and collective responsibility for progressing improvement priorities.
- Sharpen improvement priorities with timelines aligned to measurable student goals to enable collaborative and systematic evaluation of the effectiveness of improvement strategies and actions.

Domain 2: Analysing and discussing data

Affirmations

- The principal describes the importance of using data to track progress in a range of areas. They discuss the use of targets to measure student learning and monitor growth. Staff express they value the principal's focus on data.
- Teachers talk about the priority given to understanding where individual students are at in their learning. They highlight using a range of information to monitor student learning, engagement and wellbeing. They indicate they use this data to plan next steps in student learning.

Key findings

- The principal speaks of reviewing data and looking for trends in achievement and engagement. They mention the impact of changing school demographics, speaking of the 'who' and 'why' of impacts on data. They mention plans to use a broader range of data sources, including the SOS, to inform school improvement.
- The principal discusses the use of data to inform decisions. They describe reflective practices to consider the accuracy of the data collected. They mention ensuring the data story is rigorous, asking the question 'how do we know?' The principal communicates they intend to refine processes, including moderation, to ensure data collected accurately reflects student achievement.
- The principal explains the school's data plan, which lists assessments to be conducted, timelines and moderation checkpoints. Some teachers refer to this as the assessment schedule and mention that not all assessment data is currently analysed and discussed. The principal conveys an intention to refine the data plan to ensure the data collected is purposeful in informing teaching and learning and is aligned with school priorities.
- The principal speaks of reviewing LOA assessment data to refine curriculum design and implementation. Some teachers express a desire to regularly review class, cohort and school-wide data to inform discussions about the impact of teaching and learning. They talk about targets at the school-wide level, and comment they would welcome opportunities to engage in deliberate, structured analysis of class and cohort data to contribute to decision-making. The principal identifies data analysis as a way to monitor the impact of processes and practices.
- The principal describes an emerging practice of using the 'differentiation surfboard' to collate information about how students are going with their learning. They indicate the intention to use this approach to map where students are at in their learning and improve student achievement.
- Teachers indicate they collect phonics data, aligned to the school reading program. They indicate this data informs the grouping of students and planning for the teaching of systematic synthetic phonics and spelling.

Improvement strategies

- Collaboratively review the whole-school data plan, in consideration of school priorities, to ensure data collected is purposeful and used to drive teaching and learning.
- Establish processes for deliberate, structured analysis of a range of school-wide, cohort, class and individual data to inform decision-making and monitor the impact of school practices.

Domain 3: Promoting a culture of learning

Affirmations

- The principal speaks of working to ensure every student feels valued, safe and inspired. They describe the aim of developing confident students who love learning.
- Staff express a belief that all students are capable of successful learning. They describe a sense of collective responsibility for all students and talk about the difference they can make in students' lives.
- Staff highlight the collegial atmosphere of the school. They comment their peers are friendly, supportive and approachable.
- Staff and parents express they appreciate opportunities for students to be creative and take an inquiry approach to learning. They highlight the outdoor learning opportunities available, including gardening, cooking, safe cycling, excursions, camps and sport. Students speak proudly about their work in a range of areas. The principal outlines intentional work to expand opportunities for students to build engagement and achievement through innovative curriculum planning.

Key findings

- Staff explain the value of listening to student voice and appreciating students' individual characteristics and backgrounds. They describe the student council's involvement in gardening projects and intend to build on responding to students' needs and interests.
- The principal explains the recent redevelopment of staff meeting practices, to enable more staff to participate in decision-making processes. Some staff comment they would value a focus on staff wellbeing and support. Some staff convey a desire to build a culture of collaboration and effective communication within the school. Staff comment they would like to build further opportunities to have a say in school processes and practices, strengthening the collegial culture of mutual trust and support.
- Staff talk about the implementation of Positive Behaviour for Learning (PBL). They explain the PBL team approach is actioned at staff meetings. Fortnightly evidence is reviewed to inform the next behaviour expectations teaching focus. Students explain the expectations and the 'I caught you' rewards system for positive behaviours, with prizes given out at parade. Some staff indicate that the rewards system is appreciated by younger students. They remark the rewards system for older students may need to be reviewed.
- The principal discusses work completed to update behaviour matrices. Many staff express a desire for further clarity and transparency regarding processes for supporting positive behaviour and responding to inappropriate behaviour. They indicate they would welcome collaborating to refine communication and processes that contribute to maintaining the safe, orderly learning environment. The principal expresses a desire to include stakeholder voice in a review of school-wide practices for supporting high expectations, student behaviour and engagement.
- Staff explain a range of social and emotional learning programs have been implemented over time. The principal refers to professional learning in relation to trauma-informed practices for staff, and emerging practice in implementing a social and emotional learning program. Some teachers discuss a resilience project and anti-bullying programs. They speak of leveraging off these programs to build a whole-school approach to supporting student's social and emotional learning.

Improvement strategies

- **Prioritise consistent, transparent communication practices and opportunities for authentic collaboration to foster a collegial culture of mutual trust and support.**
- Collaboratively review and refine processes and practices for supporting appropriate student behaviour to build consistency of practice that contributes to the safe, positive learning environment.

Domain 4: Targeting school resources

Affirmations

- Leaders speak of ensuring resources are aligned to student need. They talk about investments in human and financial resources to maximise student engagement and learning.
- Staff express they appreciate the investment in resourcing digital technologies. The principal communicates they use funding strategically to purchase resources that contribute to digital literacy for both students and staff.
- The principal conveys the importance of human resources in supporting student learning. They explain that funds are invested in additional teacher aide time to enable support for all classes and targeted individual support for students as required.
- Staff, students and parents speak proudly of the opportunities the school grounds and facilities provide for learning. They highlight the extensive garden area that encourages student engagement in learning.

Key findings

- Some leaders explain an emerging collaborative approach to developing the budget with the principal. They speak of regularly reviewing fund allocations aligned to school priorities.
- The principal discusses the regular review of staffing allocations and use of funds. They speak of investing in the services of a temporary Head of Department – Curriculum (HOD-C), aligned to the school priority of curriculum. Some teachers comment on the usefulness of this initiative in building their capability in this area.
- Leaders outline the use of resources to release teachers twice a term for collaborative planning. Teachers convey appreciation for this opportunity to plan and develop curriculum knowledge. Some teachers express a desire to further prioritise intentional allocation of time and staffing to work collaboratively.
- The principal discusses ongoing consideration of roles to support school operations and student learning. They talk about unpacking roles to support the effective use of staff expertise and time. Some teachers explain that staffing challenges mean that Non-Contact Time (NCT) is accumulated and provided in blocks of time. They discuss the pros and cons of this approach. They communicate they would welcome opportunities to further collaborate regarding applying time and expertise effectively to meet the needs of staff and students.
- The principal explains they intend to communicate resource allocations to staff and the broader community. They talk about developing consultative processes, using staff meeting agendas to encourage staff voice. Some staff convey that they would welcome further transparency of decision-making regarding resource allocations. The principal talks about reviewing school programs and practices to evaluate the impact of resource allocations in achieving intended outcomes.

Improvement strategy

- Implement processes for staff collaboration regarding budget and resource allocation to foster a shared understanding and transparent decision-making.

Domain 5: Building an expert teaching team

Affirmations

- The principal expresses they value the highly capable team, describing their shared responsibility for student learning.
- Staff speak of the collegial, supportive teaching and support staff team. They describe regular informal discussions about teaching and learning, commenting there is always someone to discuss students with.
- Staff speak enthusiastically about continually improving their own capability. They talk about expanding their knowledge and learning from each other.
- The principal, teachers and parents communicate they value the role of teacher aides as members of the expert teaching team.

Key findings

- The principal speaks of modelling a culture of professional learning, describing ways they develop their own capability. They highlight that capability building in the area of curriculum is a current school priority, and indicate an intention to further explore ways to support ongoing capability building for staff.
- The principal explains that collaborative planning days are strategic opportunities for staff to work together to talk about teaching and learning. They indicate that 2 teachers are released at the same time twice a term. Teachers articulate they value the time to work together to discuss curriculum and learn from each other's practice. Many teachers express a desire to build on this practice by participating in further collaborative opportunities both within and beyond the school.
- Staff explain that until recently, a HOD-C worked on some curriculum planning. Some staff express a desire for professional learning and increased participation in the 3 levels of curriculum planning to develop their knowledge and understanding of the AC and build their expertise in its delivery.
- Many staff explain their involvement in the Annual Professional Development Plan (APDP) process. They describe setting professional goals and reviewing progress towards them. Some staff comment they would value follow up conversations and actions regarding their goals. The principal talks about aligning the process for setting professional goals with school priorities.
- The principal mentions building on the setting professional goals process to including coaching. They discuss providing leadership opportunities for staff. Some staff indicate they would appreciate opportunities to participate in coaching and mentoring.
- Some staff indicate they would welcome structured induction processes. They comment that mentoring and regular, formal induction processes may assist with ensuring consistency of practice and building understanding of the school context.

Improvement strategies

- **Investigate opportunities within and beyond the school for staff to work together to build capability and learn from each other's practices.**
- Sharpen practices for setting professional goals to ensure goals are aligned with school priorities and their progress is reviewed.

Domain 6: Leading systematic curriculum implementation

Affirmations

- The principal explains release time is provided each term for staff to undertake curriculum planning. Staff convey they appreciate these planning days.
- Teachers describe contextualising the curriculum to make it relevant and engaging for students via integrating learning areas and localising learning. Students convey they appreciate staff providing curriculum that is interesting and engaging.

Key findings

- The principal articulates curriculum and pedagogy are leading improvement priorities for 2024 and beyond. The principal and staff recognise shared ways of working are necessary to achieve this goal.
- The principal mentions teachers deliver curriculum via aspects of Curriculum into the Classroom (C2C) and the Australian Curriculum Version 9 (ACV9), with some documentation developed. The principal outlines a 2024 curriculum map has been developed that highlights units to be taught each term in most AC learning areas. The principal recognises the development of year or band plans is an emerging practice.
- The principal and some staff convey Languages is yet to be taught this year. The principal recognises the importance of covering all learning areas of the AC to ensure students are provided their curriculum entitlement.
- The principal recognises a whole-school plan for systematic curriculum delivery that meets system requirements, to ensure all students receive their curriculum entitlement, is yet to be developed.
- The principal and staff explain teachers complete the unit content and construct marking guides. The principal recognises a need for monitoring processes to ensure unit planning is aligned to year or band plans, and that summative assessment tasks and marking guides align to particular aspects of the relevant achievement standards to ensure consistent judgements and accurate reporting. The principal and some staff convey formal moderation of student work may be used to facilitate this. Some staff indicate they initiate some informal moderation of student work.
- The principal recognises support from regional staff and co-planning opportunities for staff to review and refine curriculum would be beneficial. They comment this may strengthen teachers' understanding of the AC and their confidence and capability to deliver the curriculum. Most staff articulate they would value these collaborative opportunities.
- The principal and some staff articulate they are beginning to implement a Structured Synthetics Phonics program and use decodable readers to align staff practices with key aspects of the Department of Education's (DoE) focus on reading through the AC.

Improvement strategies

- **Collaboratively develop a plan for systematic curriculum delivery that meets system requirements to ensure all students receive their curriculum entitlement.**
- **Establish collaborative processes for staff to align units, assessment, marking guides and reporting to aspects of relevant achievement standards to ensure consistent judgements and accurate reporting.**
- Develop regular opportunities for staff to collaboratively review and refine curriculum to strengthen their understanding of the AC and their confidence to implement the curriculum.

Domain 7: Differentiating teaching and learning

Affirmations

- Staff express they understand their students as individuals and they know where their students are in their learning.
- Staff articulate a commitment to ensuring students feel they belong and are included in learning.
- Staff convey a desire for students to achieve and progress in their learning.

Key findings

- Some staff mention the school culture is characterised by evolving informal conversations regarding what constitutes differentiated teaching and learning, and a willingness to embrace student diversity.
- Some staff describe differentiation strategies involving small group work or using teacher aides to support students. Some staff and some students describe how some teachers scaffold student learning to enable access to the curriculum. The principal and some staff articulate they are supported by the guidance officer to use Personalised Learning Records (PLR) to document student adjustments.
- Some staff and students articulate teachers use a range of differentiated strategies to implement effective routines and expectations. Some staff express a desire to enhance their capability to provide targeted interventions to engage students with complex needs in their learning. Many staff express a desire to strengthen their knowledge of effective differentiated teaching and learning strategies and how they can apply these to ensure students are appropriately engaged, challenged and extended.
- Some staff articulate they have developed some learning goals aligned to the assessment task for students. Some students explain how their teacher supports them with some specific feedback aligned to the marking guide. The principal and some staff recognise a next step is to develop professional learning opportunities to enhance staff capability to support and engage students in monitoring their own learning and setting learning goals aligned to curriculum standards.
- The principal articulates that a collective approach to building high expectations for all learners is a next step. Some staff and parents express a desire to develop shared goals for learning to strengthen partnerships between home and school that focus on students' learning and achievement.
- Staff discuss using some data to determine students' understanding and identify next steps in learning. The principal and some staff recognise a future focus is building capability to use a range of qualitative and quantitative data, including moderating student work, to tailor curriculum delivery for the whole class, groups and individual students.

Improvement strategies

- Establish professional learning opportunities for strengthening staff knowledge of effective differentiated teaching and learning to enable students to be appropriately engaged, challenged and extended.
- Develop professional learning opportunities that enhance staff capability in supporting students in monitoring their own learning to encourage them to set goals for future learning aligned to curriculum standards.
- Develop opportunities for parents and staff to identify shared goals for student learning to strengthen partnerships between home and school that focus on each student's learning and achievement.

Domain 8: Implementing effective pedagogical practices

Affirmations

- The principal articulates a commitment to developing the teaching team's use of effective pedagogical practices to engage students and improve their academic achievement.
- The principal and staff describe using effective pedagogies, including Explicit Instruction (EI) and age-appropriate pedagogies (AAP), to progress student learning.

Key findings

- Some staff identify a focus on several school-wide teaching practices over the last strategic cycle. The principal conveys an intention to lead the development of a whole-school approach to pedagogy. They mention a need to review the range of pedagogical practices currently used to drive effective and differentiated curriculum delivery. The principal recognises this review may provide a starting point for professional conversations to build a greater understanding of effective pedagogical practices.
- Some staff express a desire to build a common language and shared understanding of pedagogical approaches, practices and strategies. The principal recognises the importance of building staff knowledge and understanding of the 3 principles of pedagogy to determine pedagogies most appropriate to meet the diverse learning needs of students.
- Some staff convey they discuss student improvement with colleagues through informal, professional conversations regarding pedagogies. They describe how staff endeavour to support one another and regularly share observations and anecdotes about students' progress to improve teaching and learning.
- Some teachers articulate varying levels of confidence in implementing different classroom practices. The principal recognises the importance of providing teachers with collaborative professional learning opportunities including discussions, observations, constructive feedback and modelling. They recognise these practices contribute to building teachers' capability and confidence, and facilitate reflection on and refinement of pedagogical practices.
- Some staff express a desire to network with teachers outside the school who also teach in a multi-age context to exchange ideas and refine their pedagogical practices to maximise their impact on student learning.
- The principal, staff and students discuss a varied range of strategies for teaching phonics and reading across the school. A focus on strengthening staff knowledge and understanding of the teaching of reading through the AC is welcomed by some staff. They express a desire for more professional learning to build their capability to teach these concepts.

Improvement strategies

- Develop opportunities for staff collaboration and discussion about pedagogy to build a common language and shared understanding of effective teaching practices and the 3 principles of pedagogies.
- Develop processes for modelling, observations and constructive feedback to facilitate teachers' reflection on and refinement of their pedagogical practices.

Domain 9: Building school-community partnerships

Affirmations

- The principal and staff members comment that community partnerships are selectively developed to support students' needs.
- The principal describes a highly valued partnership with the Mareeba Community Centre, commenting it is integral to supporting families in the local community.

Key findings

- The principal discusses links with the local state high school to support student transitions. Staff describe the role of the guidance officer in running sessions that support students to prepare for high school. Students articulate they appreciate visits to the high school during Year 6.
- The principal expresses an intention to further develop links with the local high school and other cluster schools. They describe a range of partnerships with schools, including those involving students in Science, Technology, Engineering and Mathematics (STEM), sports and other learning activities. They refer to plans to build on these activities, making further links that support student transitions and provide networking opportunities for staff.
- The principal describes a priority of strengthening the school community culture. They discuss investigating opportunities to build a sense of belonging. The principal coordinates a weekly 'bike bus', with students joining in on a cycle around the local streets. Students, parents and staff express they appreciate this regular community event that is supported by the school chaplain.
- Many parents speak positively of previous opportunities to talk to other parents and staff members on the school grounds. They express a desire for further practices that build positive relationships between the school and families to ensure parents are valued as integral members of the school community and partners in their child's education.
- Parents and Citizens' Association (P&C) members express a desire to further build positive links with staff. They refer to plans for community events and opportunities to raise funds that support student learning and engagement. They welcome regular meetings with the principal and the opportunity to participate in the life of the school. Staff and students communicate they appreciate the P&C-run tuckshop and the work of parents to upgrade playgrounds and equipment.
- The principal talks about the recent review of school-community communication, and describe the upgrade of the school noticeboard. Staff mention how Facebook and emails are used to share information about school events and student learning. Some staff speak about weekly

Improvement strategies

- **Initiate practices that build positive relationships with families to engage parents as valued and integral members of the school community and partners in their child's education.**
- Investigate further links with other schools to provide networking opportunities for staff and partnerships that strengthen staff capability and student learning.

Affirmations

Key findings

- updates for parents, term planners and emails to individual parents about their child's learning. Many parents talk about the desire for regular, accessible 2-way communication between the school and home.
- The principal describes links with the local early childhood network. Staff members attend the network meetings, along with early childhood educators. They articulate these meetings assist teachers in understanding young students as they begin school. The principal explains open days and transition mornings contribute to a smooth start for Prep students.

Improvement strategies



ICSEA 985	Total Students 77	First Nations Students 16	Students With Disability 13	Students In Care 2	School Biboohra State School
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Student Performance

Actual Relative

Governance

Starting Strong Prep - Year 2	English % C and Above	<div><div></div><div></div><div></div></div> <div>80%84%</div>	↓		Financial practices	Actual vs Planned Expenditure as at 31/12/2023			Workforce practices
	English % A or B	<div><div></div><div></div><div></div></div> <div>20%54%</div>	↓			79.2% planned year to date expenditure has occurred	\$17,000 planned expenditure still to occur this year		
	Mathematics % C and Above	<div><div></div><div></div><div></div></div> <div>85%90%</div>	↓			\$28,000 funding provisioned for expenditure in future years	\$121,000 in bank account		
	Mathematics % A or B	<div><div></div><div></div><div></div></div> <div>45%66%</div>	↓			Allocated staffing resources used as at 31/12/2023			
	Attendance (Semester1)	<div><div></div><div></div><div></div></div> <div>91%89%</div>	↔			88.0% Day 8 allocated teaching resources used	FTE diff 5.9 5.1	-0.7 Day 8 FTE allocation paid FTE	
	SDA Rate	<div><div></div><div></div><div></div></div> <div>3%1%</div>	↑			Staff morale (School Opinion Survey) ⓘ			
Building on Foundations Year 3 - 6	English % C and Above	<div><div></div><div></div><div></div></div> <div>86%87%</div>	↓		HSW	Completion of annual safety assessment			School mqmt.
	English % A or B	<div><div></div><div></div><div></div></div> <div>59%46%</div>	↑			Student safety (School Opinion Survey) ⓘ			
	Mathematics % C and Above	<div><div></div><div></div><div></div></div> <div>86%89%</div>	↓			School audit rating as at 31/10/2023			
	Mathematics % A or B	<div><div></div><div></div><div></div></div> <div>59%55%</div>	↔			Utilisation rate as at 01/08/2023 ⓘ			
	Attendance (Semester1)	<div><div></div><div></div><div></div></div> <div>89%89%</div>	↑			Self ManageSupportPriority Support			
	SDA Rate	<div><div></div><div></div><div></div></div> <div>0%3%</div>	↔			<=60%61%-80%81%-94%>=95%			