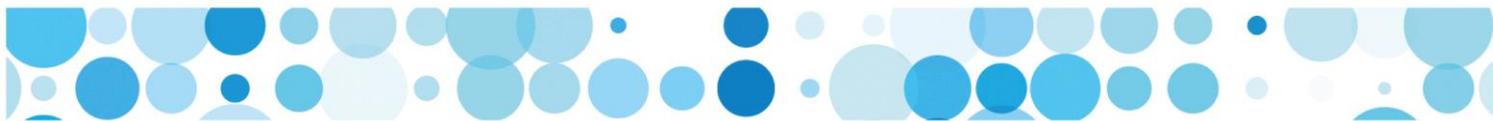


Bibohra State School

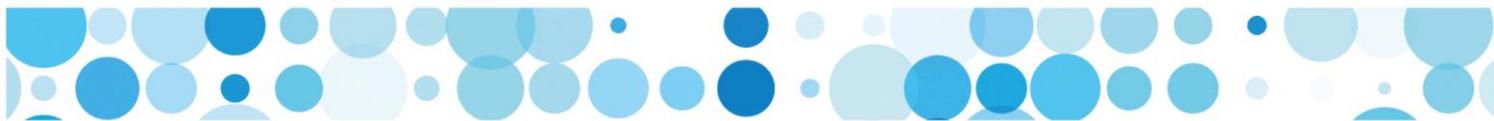
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Biboohra State School** from **19 to 20 November 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

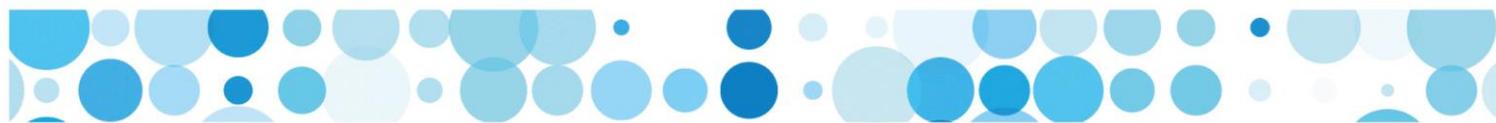
1.1 Review team

Anthony Palmer

Internal reviewer, EIB (review chair)

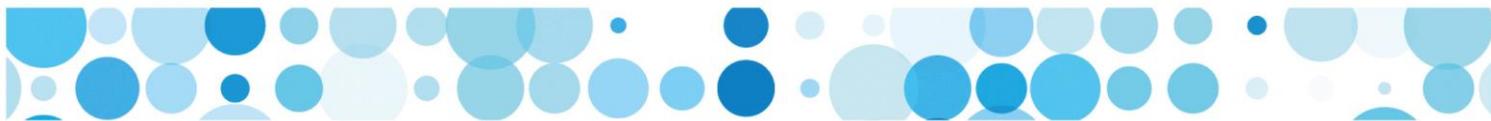
Janene Franklin

Peer reviewer



1.2 School context

Location:	Petersen Street, Bibbohra	
Education region:	Far North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	75	
Indigenous enrolment percentage:	12.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	6.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	961	
Year principal appointed:	2015	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), four classroom teachers, four teacher aides, cleaner, guidance officer, chaplain, instrumental music teacher, Information Technology (IT) technician, 41 students and 11 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary.

Partner schools and other educational providers:

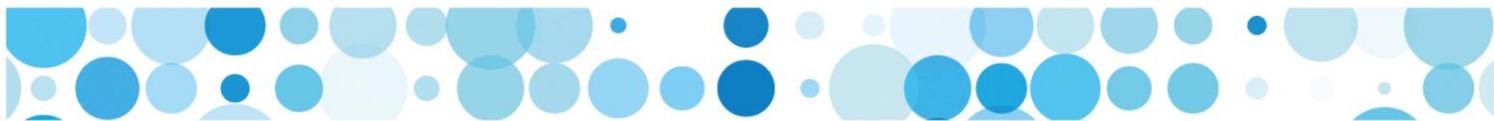
- Mount Molloy State School principal, Mareeba State High School deputy principal and Mareeba Early Childhood Community Network (ECCN) representative.

Government and departmental representatives:

- Mayor of Mareeba, Principal Advisor – Teaching and Learning (PATaL) and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Opinion Survey
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional development (PD) plan 2020	Curriculum planning documents
2020 Staff Handbook	2020 Teaching and Learning Handbook
Student literacy goals	Responsible Behaviour Plan for Students
Data walls	Learning walls
School based curriculum, assessment and reporting framework	Explicit Improvement Agenda (EIA) 2020 Action Plan and placemat
School newsletters, website and Facebook page	School pedagogical framework



2. Executive summary

2.1 Key findings

Students, parents and staff members describe the school as ‘a happy place’.

The long-standing school motto of *‘Strive and Succeed’* is underpinned by the principal’s new vision of *‘Nourishing our students. Growing our future’*. A mural entitled ‘Unity Through Diversity’, jointly created by all current school members, is based on a tree. The roots represent community core values and respect for individual needs. The trunk represents the building of strong relationships and the flowers, leaves, seeds and pods are the outcomes and achievements. All members of the school community discuss the sense of belonging and connection, describing the school as a family.

A high level of camaraderie and cohesion amongst staff members at the school is readily apparent.

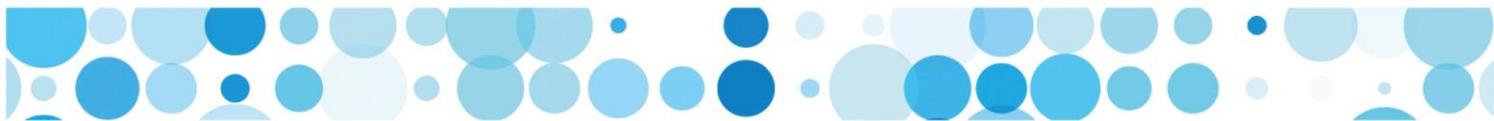
Staff members speak positively of the collegiality that exists in the school and the support provided for each other. High levels of professional energy are demonstrated by staff members for the work they do in the school. Staff members comment positively on the value they feel is placed in them by the principal, and each other. The principal and staff members are united and committed to improving learning and wellbeing outcomes for all students.

The principal recognises that highly effective teaching is the key to improving student learning.

The principal takes a leadership role in encouraging the use of research-based practices. The school has developed a pedagogical framework. Some teachers express a desire to review the school pedagogical framework to explore other approaches. The principal and some staff members articulate their interest in investigating Age-appropriate pedagogies (AAP). The principal and staff members share their readiness to collaboratively explore, identify and enact agreed school-wide pedagogical approaches to inform teaching and learning.

The principal and staff members acknowledge the potential to enhance student engagement and learning through a focus on increasing student voice.

2019 School Opinion Survey (SOS) data indicates that 65.0 per cent of students agree with the statement ‘My school takes students’ opinions seriously’. The principal acknowledges this sentiment and proposes to reinstate the student representative council, using a further refined structure to support students to make meaningful contributions to school decision making. The principal articulates the commitment to strengthening the culture of inquiry and innovation through the provision of student voice towards creative exploration of locally contextualised learning.

**Goal setting practices are established for all students in literacy.**

The principal recognises the need to explore goal setting in other areas of the curriculum. Some staff members include learning intentions and success criteria on learning walls. This practice is yet to be consistent across the school. The principal articulates the intention to further 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.

Staff members discuss the significant work undertaken in curriculum during recent times.

The school has developed a coherent and sequenced plan for curriculum delivery. Staff members report they are familiar with and work with school expectations in most learning areas. The principal and staff members recognise the need to further explore curriculum expectations to provide consistency of practice and high standards of delivery of the Australian Curriculum (AC). Staff members share their increased confidence gained through the school's curriculum focus, efforts and support. The principal acknowledges the importance of supporting all staff members to develop a deep understanding of the AC.

The principal articulates the importance of staff development as a key component of school improvement.

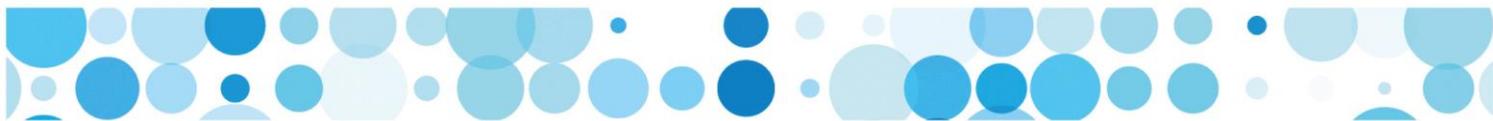
The principal indicates formal and informal opportunities are provided for staff members to share effective practice, and receive feedback to build teaching and learning knowledge and skills. The principal discusses participation in a number of personal and professional coaching experiences, and expresses the desire to explore supporting all staff members to be provided with similar opportunities. The principal articulates the intention to collaboratively review and refine structures for all staff members to receive formal and informal feedback through observation, modelling, mentoring and coaching opportunities.

Students, staff members and parents speak highly of the caring and supportive culture of the school community.

The principal and staff members speak proudly of their efforts to build meaningful relationships with students and parents and provide a safe, supportive, engaging and inclusive learning environment. Parents comment positively on the supportive environment and welcoming approach of the principal and staff members. Students articulate their appreciation for the care and kindness provided by staff members, and the focus on supporting their learning and wellbeing.

The school's facilities and grounds are welcoming and maintained to a high standard.

The school presents in an 'oasis-like' manner with a large number of plants and gardens being a significant feature of the school environment. Vivid murals painted with the assistance of students adorn external walls, acknowledging Indigenous culture and adding vibrancy and colour. Students, staff members, parents and community members speak proudly of the gardens, and the bounty shared at harvest time. Staff members articulate pride in their work to maintain and improve the presentation of the school environment.



2.2 Key improvement strategies

Collaboratively explore, identify and enact agreed school-wide pedagogical approaches to inform teaching and learning at the school.

Strengthen the culture of inquiry and innovation through the promotion of student voice towards creative exploration of learning.

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.

Build on current curriculum processes to deepen staff member knowledge of the AC to develop and deliver locally relevant and connected units across all learning areas.

Collaboratively review and refine structures for all staff members to receive formal and informal feedback through observation, modelling, mentoring and coaching opportunities.