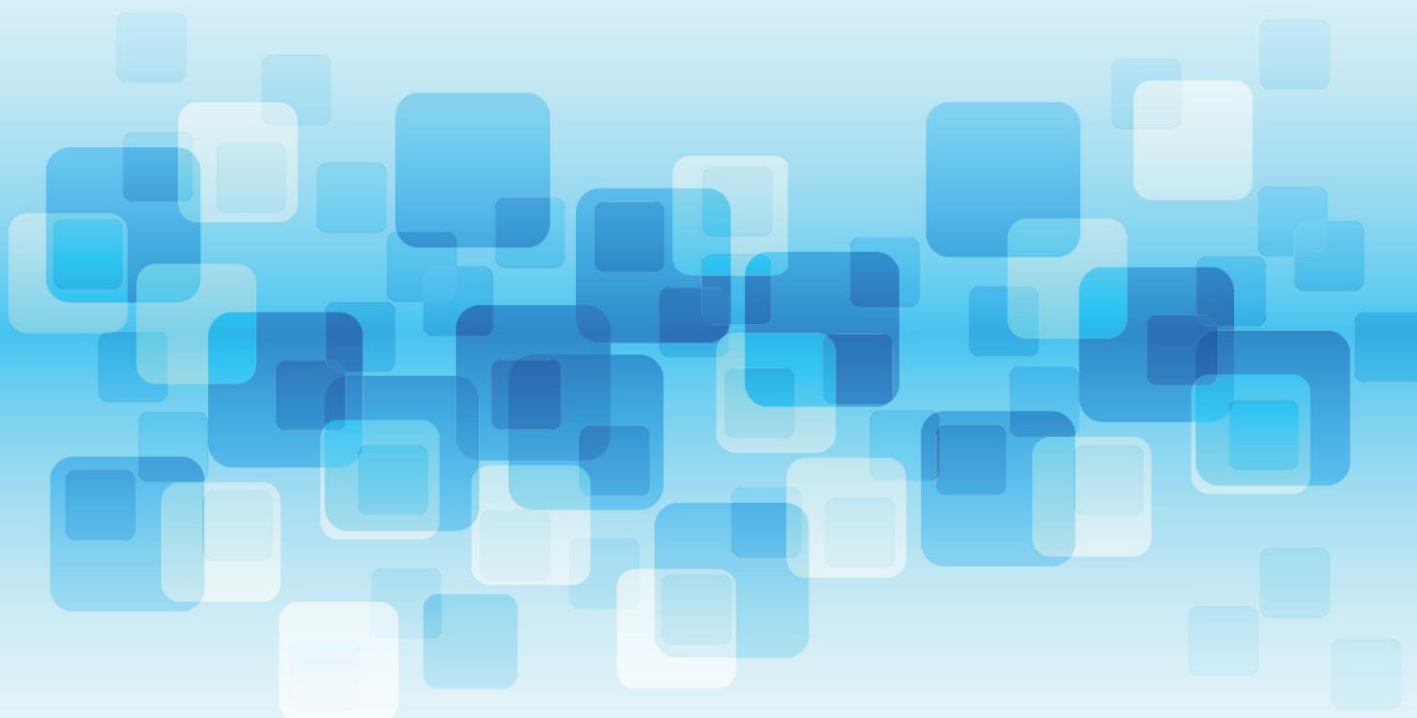




# School Improvement Unit Report

## Bibohra State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Biboohra State School from 31 May to 1 June 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Petersen Street, Biboohra
<b>Education region:</b>	Far North Queensland Region
<b>The school opened in:</b>	1902
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	98
<b>Indigenous enrolments:</b>	18 per cent
<b>Students with disability enrolments:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	932
<b>Year principal appointed:</b>	2015
<b>Number of teachers:</b>	5.77 (full-time equivalent)
<b>Nearby schools:</b>	Mareeba State School, Mareeba State High School, Mt Molloy State School, Walkamin State School, Mutchilba State School, Dimbulah State School, Chillagoe State School
<b>Significant community partnerships:</b>	Wetlands/Northern Gulf Resource Management Group
<b>Significant school programs:</b>	School garden, Sporting Schools Australia



### 1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Four teachers
  - Cluster Head of Special Education Services (HOSES)
  - Five teacher aides
  - Administration officer
  - 10 students
  - Three Parents and Citizens' Association (P&C) representatives
  - Five parents
  - Cluster state high school principal
  - Two cluster state primary school principals

### 1.4 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Tammy Swane	Internal reviewer



## 2. Executive summary

### 2.1 Key findings

- The school promotes high expectations and there is a strong belief that every student with support is capable of successful learning.

Classrooms promote purposeful learning. High levels of student engagement are apparent. Staff members, parents and students believe students are achieving.

- A high priority is given to the building and maintaining of positive, caring and trusting relationships between staff members and students.

There is a strong collegial culture of mutual trust and support amongst teaching staff and the school leadership team. Parents, students and community members speak highly of the school and the positive relationships that are demonstrated across the school.

- The school delivers the Australian Curriculum (AC) through the use of Curriculum into the Classroom (C2C) resource multi-age units.

An overview of unit delivery is provided to teaching staff to support curriculum continuity. All mandated key learning areas are being delivered. A whole-school curriculum plan is yet to be developed.

- The school is committed to ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of students.

Teaching practices reflect the belief that students are at different stages of learning and progress at different rates. The school utilises resources to differentiate classrooms for instruction in the priority areas of reading and numeracy. Programs to achieve differentiation for high achieving students is yet to be developed.

- Members of the school community identify communication technology capability as an area that requires development.

Students reported they were not confident in the use of technology to support their learning. Teaching staff are yet to engage with the department's Information and Communications Technology (ICT) expectations. The school is aware of the need to increase their Wi-Fi access and computer hardware to achieve effective use of technology.

- The principal has established walkthroughs. Face-to-face meetings occur to discuss walkthrough findings and recommendations.

A formal staff observation and feedback process is yet to be developed and implemented.



- The principal recognises the need to develop a student goal setting and feedback process.

Feedback to students varies across the school. Feedback tends to describe effort, rather than expressing what steps students can take to further their learning. Some staff and students' understanding of the purpose of student learning goals is as yet unclear.

- The principal actively seeks ways to enhance student and staff learning, and wellbeing by partnering with parents and families and other education institutions.

All partners are committed to the common purpose and goal of providing experience, support and learning opportunities for all members of the school.

- The school is regarded positively by parents, staff members, students and cluster schools.

Parents are eager to volunteer their time to support student learning activities in classrooms and school-based projects.



## 2.2 Key improvement strategies

- Partner with the region to develop a whole-school curriculum plan.
- Collaboratively review and develop ongoing monitoring processes of programs and teaching practices to meet the needs of all students, including high achieving students.
- Provide Professional Development (PD) to teaching staff on the implementation of the department's ICT expectations to support student ICT learning.
- Collaboratively develop a staff observation and feedback process to support agreed pedagogical practice.
- Develop a student goal setting and feedback process in collaboration with parents that makes clear the next steps for learning.