School Improvement Unit
Report

Biboohra State School
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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

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

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.
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.
3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

All school staff are united and committed to improving the learning outcomes for all students in the school.

The principal has developed an improvement agenda that is driving explicit improvement. The 2016 Annual Implementation Plan (AIP) documents priorities in school culture – school-wide Positive Behaviour for Learning (PB4L), numeracy and mathematics and the maintenance of reading.

All staff members, students and community members know the focus of the school. Priorities are shared through staff meetings, school parades, school newsletter and artefacts. Clarity regarding the associated targets and timelines for improvement are yet to be established.

Student achievement data in diagnostic testing, Far North Queensland mathematics assessment tool, curriculum assessments and National Assessment Program — Literacy and Numeracy (NAPLAN) data has been analysed to set the improvement agenda. Regional benchmarks and school five week data cycles are used to monitor student progress.

The school has engaged the support of the regional curriculum officer to support the focus on numeracy and mathematics. Staff have engaged in Professional Development (PD) to enhance their knowledge of curriculum planning and data literacy skills. Teaching staff members have appreciated this support and reflect on how this professional learning has impacted their teaching practice in other curriculum areas.

The regional PB4L coach has supported the school through the review of the Responsible Behaviour Plan for Students (RBPS). Clear student management models for classroom and playground behaviours have been documented and implemented.

Reading is being maintained as a focus in the school. Daily time allocations are in place for reading groups and the development of phonemic awareness and sight words. Teachers are using scripts to support Learning to Read in Prep to Year 2 and Reading to Learn in Year 3 to Year 6. Resource allocations are provided to target intervention support for students not meeting targets and benchmarks. A whole-school reading framework is yet to be developed.

Progress towards literacy and numeracy goals are monitored through five week data cycles. Teaching staff meet regularly to review progress and achievement of set goals. Parents are informed of student goals, interventions and outcomes achieved.
Teaching staff and teacher aides are committed to improving the teaching and learning in the school and speak positively of the implementation of the improvement agenda and outcomes achieved in behaviour, numeracy, mathematics and sight words.

**Supporting data**

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

**Improvement strategies**

Communicate the Explicit Improvement Agenda (EIA) with the whole-school community including the targets for improvement and the monitoring of progress throughout the year.

Document a whole-school reading framework.
3.2 Analysis and discussion of data

Findings

The *Biboohra State School Assessment Schedule and Benchmarks* outlines the plan for the systematic collection of a range of student data including both testing tool data and Curriculum into the Classroom (C2C) resource assessments.


The schedule provides teaching staff with the learning areas being assessed, the assessment tools to be used, year level being assessed and term dates for completion. Benchmarks for achievement are shown on the plan.

The principal is using student achievement data to inform school-based decisions and interventions including the setting of school priorities.

The Far North Queensland maths assessment tool is being used as a pre and post assessment to set five week teaching data cycles and interventions in mathematics. PM Benchmarks, phonics and sight words assessment are being used to set five week teaching data cycles and interventions for literacy.

Teaching staff are writing five week intervention plans for individual students identifying achievement goals and strategies for improvement. These plans are quality assured by the principal. The systematic collection of these plans into OneSchool student profiles is yet to occur.

A range of student achievement data and five week cycle intervention data to set starting points for learning are being utilised by teaching staff. There is a focus on the use of literacy and numeracy data to support teaching and learning.

Diagnostic data is recorded in OneSchool and is accessed by teaching staff members. There are various student achievement data displays in classrooms. The principal has a reading data wall in the office. Data sets for other school priority goals in sight words, number facts and attendance are on display in the office.

Student diagnostic and other achievement data is yet to be shared with parents and students.

Behaviour data is recorded in OneSchool and the behaviour team regularly analyses this data for patterns and trends.

Data literacy skills are being developed through professional learning opportunities and regular data conversations with the principal. A culture of self-evaluation and reflection is being built across the school. Teaching staff commented that they believe that they are collecting data for a purpose.
2015 NAPLAN data indicates that students performing in the Upper Two Bands (U2B) in Year 3 is below that of Similar Queensland State Schools (SQSS) in reading, writing and numeracy and above SQSS in spelling, grammar and punctuation.

Year 5 students performing in the U2B were above SQSS in reading, writing and grammar and punctuation and below SQSS in spelling and numeracy.

Students in Year 3 are performing statistically similar to SQSS National Minimum Standards (NMS) in all NAPLAN areas with the exception of spelling which is above SQSS NMS scores.

Students in Year 5 are performing statistically similar to SQSS NMS in reading, grammar and punctuation, and spelling and above SQSS NMS in writing and numeracy.

**Supporting data**

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, school assessment schedules, Headline Indicators, professional learning plan 2016, budget overview, OneSchool, staff, student, parent and leadership team interviews.

**Improvement strategies**

Document student five week interventions in OneSchool.

Build the culture of data literacy with teaching staff, students and the school community.
3.3 A culture that promotes learning

Findings

The school promotes high expectations and there is a strong belief that every student with support is capable of successful learning. A high priority is given to building and maintaining positive, caring and trusting relationships between staff and students. There is a strong collegial culture of mutual trust and support among students, staff members and the school leader.

Parents, students and community members speak highly of the school and the positive relationships that are apparent across the school. All members of the school community agree that the communication at the school has improved. This is demonstrated by parades, staff meetings, teacher aides meeting, newsletter, staff *flick out’s* and daily notices in the sign on book.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build respectful relationships across the school community. The students describe the school as one that has a ‘family atmosphere’.

The school places a high priority on staff and student wellbeing and has processes, practices and programs developed to provide academic and social support to address individual needs.

Conversations with parents indicate that trust is established across the school community. Parents and families are valued partners and are encouraged to work cooperatively with the school to achieve the school goals. The principal is aware that parent engagement in the learning process for students needs to be developed. Staff members, parents and students can articulate the school’s priorities of reading, numeracy, and behaviour.

Staff members report that they appreciate the collaborative approach taken to design and develop the new RBPS. The school is being explicit and precise in the introduction of the new processes and procedures for both negative and positive behaviours. Students, staff members, and parents are clear regarding the key school expectations ‘Be Safe, Be Respectful, Be a Learner’. The school’s reward system is aligned to these expectations. Student behaviours are regularly recorded on OneSchool. Positive behaviours are acknowledged on parade throughout the term.

The school has initiatives to encourage and increase the level of student attendance. Student attendance is currently 92.8 per cent and the rate of students attending for less than 85 per cent of the school year is 12.7 per cent. The principal monitors attendance and communicates regularly with students and parents regarding the importance of regular attendance as required. Rewards are utilised as a strategy for regular attendance. Students with an attendance rate higher than 95 per cent for a term receive an award. Students with attendance lower that 85 per cent receive written correspondence from the school.
The receipt of awards on parade are a positive aspect of the school’s culture. Parade is held weekly and is run by the student leaders. Parade is well attended by parents. Rule reminders, school expectations and the weekly behaviour focus are communicated by the student leaders on parade.

The school provides an attractive, stimulating, physical environment. There is spacious playing areas, well maintained gardens and grounds and welcoming learning spaces. The learning spaces are well utilised for group learning.

The 2015 School Opinion Survey (SOS) indicates that of 100 per cent of parents, 100 per cent of staff members and 94.4 per cent of students believe ‘this is a good school’.

**Supporting data**


**Improvement strategies**

Engage parents in the learning process by collaborating in the setting of student learning goals.
3.4 Targeted use of school resources

Findings

The school applies its resources including staff time, expertise, funds, facilities and materials in a targeted manner to meet the learning and wellbeing needs of students. School-wide practices and programs to assist in identifying and addressing student’s needs are demonstrated in the school. Flexible structures and processes enable the school to respond to student’s needs.

Human resources are deployed to ensure student learning is prioritised. Teams referred to as ‘swarms’ of teacher aides work with a five week plan provided by the class teacher to support each class in reading and numeracy each day.

The school budget and discretionary funds are aligned to the school’s priorities to support the educational needs of students.

The practices and processes associated with the process of five week data cycles allows the school to be responsive to student learning needs. Individual student data is utilised to identify student needs to inform the targeted use of resources. The monitoring of the effectiveness of whole-school programs is yet to be developed.

The Parents and Citizens’ Association (P&C) contributes additional resources towards student learning and wellbeing. This is demonstrated by the upcoming school fair which raises funds to upgrade school facilities and ensure all students have access to other extracurricular activities, including life education.

Investing for Success (I4S) funding for 2016 is $37 567. The school has prioritised the use of these funds to provide additional teacher aide time to support literacy and numeracy initiatives in the classroom.

$10 000 is allocated in 2016 to support professional learning in the school. Staff members appreciate the availability of professional learning opportunities both within and out of school. The professional learning plan is targeted towards the school’s improvement agenda and the individual requirements of staff.

The school presents as an attractive learning environment. The grounds are enhanced by a vegetable garden. The vegetable garden is yet to be incorporated in a sustainable and meaningful way into the school curriculum.

Members of the school community express a desire to continue to improve the school’s information and communication technology (ICT). Students reported they were not confident in the use of technology to support their learning. The school is aware of the need to increase their Wi-Fi access and computer hardware to achieve the effective use of technology.

The school’s current bank balance is $76 599.
Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, budget overview, school website, school newsletters, OneSchool, staff, student and parent interviews.

Improvement strategies

Develop a process to regularly monitor the effectiveness of targeted resources in whole-school intervention programs.

Develop a plan and processes to provide students with greater opportunities to use ICT to support student learning.

Develop local curriculum opportunities to incorporate the vegetable garden into student learning in a sustainable and meaningful way.
3.5 An expert teaching team

Findings

The staff of the school present as a supportive team with strong collegial relationships evident amongst the teachers and teacher aides.

The principal sees the development of staff into a school-wide expert, aligned teaching team as central to improving student outcomes.

The school has some highly experienced teachers who are experts in their fields and committed to continuous learning to improve practice.

A graduate teacher is being supported by a school-based mentor. Regular meetings occur to support the development of curriculum planning and pedagogical practice. The school has supported the teacher to attend the beginning teachers program with plans developed to access future professional learning.

The principal learns alongside staff in all professional learning. The school has partnered with the regional curriculum advisor to build quality curriculum planning in mathematics. Teaching staff have embraced this professional learning opportunity and are embedding these new processes in their curriculum planning. The regional school-wide behaviour coach has assisted staff to develop behaviour management skills and processes. A classroom profiler from a cluster school has profiled all classroom teachers.

The school belongs to the Mareeba Educational Forum. Regular meetings are scheduled once a term. Plans are developed for teaching staff to participate in moderation with cluster schools later in the school year.

The principal is the small schools representative on the regional principal strategic management group and is the local Queensland Association of State School Principals (QASSP) representative.

The cluster Head of Special Education Services (HOSES) works with teaching staff at the school to support curriculum implementation for Students with Disabilities (SWD). The principal is working with the HOSES to build teacher capability through accessing a range of specialist support and expertise.

Some teachers are meeting before and after school to share planning and practice. These are informal arrangements. Scheduled opportunities for teaching staff to work together and learn from each other’s practice are yet to be developed.

The school has a documented professional learning plan which is aligned to the school improvement agenda. Key activities include the mathematics quality curriculum planning, including five week data cycles, and the RBPS review supported by the PB4L coach.
Annual Performance Development Plans (APDPs) for teaching staff are developed and plans are reviewed as per departmental guidelines. The principal actively seeks professional learning opportunities for staff that are aligned to school priorities and identified areas within teachers’ APDPs. These professional learning areas are identified in the professional learning plan.

Teacher aides are viewed as important partners in student learning. Teacher aides meet weekly with the principal to discuss school operations and the implementation of intervention programs. Teacher aides are responsible for the implementation of intervention programs that are planned by class teachers. Teacher aides are confident in their ability to deliver interventions.

Teacher aides are yet to participate in the APDP process.

**Supporting data**

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, budget overview, school professional development days, performance development plans, staff and leadership team interviews.

**Improvement strategies**

Develop and implement APDPs for teacher aides.

Collaboratively develop a process to provide opportunities for teaching staff to work together and share practice with each other and with colleagues in nearby schools.
3.6 Systematic curriculum delivery

Findings

The school delivers the Australian Curriculum (AC) through the use of C2C multi-age resource units. An overview of unit delivery is provided to teaching staff to support curriculum continuity. An A and B cycle of units is developed to ensure teachers know what units are to be taught across the school terms and year. All mandated key learning areas are being delivered. A whole-school curriculum plan is yet to be developed.

A quality curriculum process is being developed for mathematics. The regional curriculum advisor is supporting teaching staff to develop a sift, sort and prioritise process to identify the key learnings within a mathematics unit. Teaching staff are working from the AC achievement standards to prioritise learning experiences to achieve the assessment task and achievement standard.

Some teachers are using this curriculum process to assist in developing other key learning area curriculum plans. The principal and teaching staff are aware that quality curriculum planning processes need to occur across all curriculum areas.

Quality assurance processes are developed for mathematics planning with the assistance of the regional advisor. Mathematics curriculum delivery is aligned to the school improvement agenda. Quality assurance processes are yet to be developed and introduced for other key learning curriculum planning documents.

The principal and teaching staff are focusing attention on priority curriculum areas in literacy and numeracy with an emphasis on developing the basics in number facts, phonics and sight words to support mathematics and reading.

Curriculum plans are shared with parents through school newsletters and window displays on classroom verandas. Current units of work and assessment tasks are on display for students and parents.

The development of cross-curricular skills is apparent in literacy, numeracy, personal and social capability, ethical behaviour and intercultural understanding.

Teaching staff identify communication technology capability as an area that requires development. Teachers are yet to engage with the department’s ICT expectations.

The principal and teaching staff are in the process of discussing ways to make the curriculum locally relevant and investigating ways to use the school garden and local rainforest and waterway areas to support curriculum experiences.

Assessment processes are aligned to C2C resource assessment tasks and Guide to Making Judgements (GTMJ). Moderation activities have occurred in past years. Plans are currently in place for moderation to occur with cluster schools next term.
Reporting processes are aligned to departmental expectations with written reports provided for parents twice a year and opportunities for face-to-face parent teacher interviews. Parents are satisfied with the reports they receive regarding their child’s learning and the opportunities to meet with teachers to discuss their child’s progress.

**Supporting data**

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, performance development plans, school website, school newsletters, staff, student and leadership team interviews.

**Improvement strategies**

Partner with the region to develop a whole-school curriculum plan.

Provide PD to teaching staff on the implementation of the departments ICT expectations to support student ICT learning.

Develop opportunities to make the curriculum locally relevant to support student engagement and learning.
3.7 Differentiated teaching and learning

Findings

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 believes that all students are capable of learning if motivated and given appropriate learning opportunities and the necessary support.

Students, staff members and parents believe students are learning and achieving.

Teaching staff demonstrate an understanding of current student achievement and use a range of intervention strategies to meet the needs of the students. The process of documenting five week intervention plans is established and used to ensure that all members of the teaching team are well informed of students’ needs. Formal development of Individual Curriculum Plans (ICP) and educational adjustment plans are yet to be developed.

The school utilises teacher aides and volunteers, to maintain differentiated classroom groups for instruction in the priority areas of reading and numeracy. Processes to support differentiation for high achieving students are yet to be developed.

Structural differentiation is demonstrated through programs of instruction which allows students to participate in small groups for literacy and numeracy. Individual teachers document individual learning plans for students in reading and numeracy. Whole-school documentation requirements are still to be established. A range of assessment instruments are used by teachers as a starting point for student learning. How data is being used to monitor the effectiveness of whole-school programs is not yet clear.

The school welcomes parents to informally discuss their child’s progress as needed. Parents feel they are well informed regarding their child’s learning. School report cards provide generic information regarding whole-class learning, as well as individual achievements against intervention goals.

Students’ individual goal setting practices to guide and monitor individual learning are yet to be developed. Some staff and students’ understanding of the purpose of student learning goals is as yet unclear. The principal recognises this is an area for further development.

Parents are informed of students’ individual intervention plans and outcomes. A process of collaborating and partnering with parents to develop plans is yet to be developed.

Supporting data

Improvement strategies

Collaboratively review and develop ongoing monitoring processes of programs and teaching practices to meet the needs of all students, including high achieving students.

Develop individual goal setting to support students to monitor their own learning. Communicate learning goals to parents.

Develop processes to formalise the development of ICP and individual support plans.
3.8 Effective pedagogical practices

Findings

The principal and teachers are explicit regarding their desire to improve teaching practices and have consistent practice occur across the school. The school has a documented pedagogical framework. The knowledge and understanding of this framework is variable across the school.

Classrooms display artefacts of Explicit Instruction (EI) with I do, We do, You do. Artefacts are viewed in most classrooms.

Staff members create learning spaces and classrooms in which all students are engaged, feel safe to take risks and are supported to learn.

The principal has established some classroom expectations in relation to school culture. Walkthroughs are occurring in classrooms to look for the artefacts to support the learning culture. The principal takes photos of classrooms and sends an email to teachers regarding their classroom learning environment. A face-to-face meeting to discuss walkthrough findings and recommendations is scheduled.

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

Various pedagogical artefacts are established to support student resilience in learning including the You Can Do It! (YCDI) program. Artefacts to support this program are in the school and used by students. Acknowledgments and rewards based on this program occur at school parade.

Some teachers are explicit in discussing with students assessment tasks and GTMJ to make clear exactly what students need to learn and how they are supporting this learning through the teaching process.

Teachers are setting high expectations for learning using the five week data cycles. They are utilising data to reflect on teaching practice and make adjustments to their teaching to suit student need.

Feedback to students varies across the school. Most teachers are using frequent verbal feedback. Written feedback tends to describe effort, rather than expressing what steps students can take to further their learning.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, staff, student and leadership team interviews.
Improvement strategies

Collaboratively review the schools pedagogical framework to set signature pedagogies for the school.

Collaboratively develop an observation and feedback process to support agreed pedagogical practice.

Develop a student feedback process that makes clear the next steps for learning.
3.9 School-community partnerships

Findings

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 highly 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. An established vegetable garden is maintained by a volunteer parent.

Current members of the P&C is working towards growing membership and focusing on a variety of support measures for the school. The P&C supports the school through a range of fundraising endeavours. Funds raised contribute to student learning and wellbeing. This includes reducing the cost of extracurricular activities and improving facilities in the school. P&C members are aware of the schools’ priorities.

The school has a school chaplain and the principal has developed partnerships through membership on the Local Chaplaincy Committee. The school and Rock Impact Inc. have a Memorandum of Understanding (MOU). The aim of the MOU for the school and Rock Impact Inc., teamed with Coles, is to promote positive learning outcomes for all students accessing the Boost breakfast program that is run at the school one day per week.

To support learning at the school the principal has established positive relationships with the school support staff from Far North Queensland regional office, including the principal education advisor – Australian Curriculum, PB4L coordinator and the Assistant Regional Director (ARD).

The majority of graduating Year 6 students commence their secondary studies at Mareeba State High School. The school is involved in the Days of Excellence program and the transition programs offered, as well as cluster activities and events.

There are a range of pre-Prep programs in the local area. Transition into Prep is through informal arrangements and some school visits.

The principal is in the process of establishing a partnership with the Northern Gulf Resource group to provide local curriculum learning opportunities.

The school is an active member of the Mareeba Education Forum cluster of schools. The cluster of schools works together to provide collegial support, moderation sessions, leadership camp for students, sporting opportunities, transition programs, PD and the sharing of specialist teachers.

The school links with Mount Molloy State School for sports days and cross country. These two schools send a combined team to the district sports. They are working together to develop a sustainable program for science.
Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, School Data Profile, Headline Indicators, school website, school newsletters, staff, student, parent and community interviews.

Improvement strategies

Investigate new community partnerships to improve opportunities and outcomes for students.

Develop opportunities to partner with local early childhood providers to strengthen the transition programs for students into the Prep year of schooling.
4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.
- School to meet with Assistant Regional Director to discuss review findings and improvement strategies.