

# Boyne Island State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

We acknowledge the shared lands Byellee, Gooreng Gooreng, Gurang, and Taribelang Bunda people, the traditional custodians of this land.

### About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	393
Indigenous enrolments	13%
Students with disability	19.8%
Index of Community Socio-Educational Advantage (ICSEA) value	967

### About the review

 4 reviewers from 11 to 13 June 2024	 162 participants	 42 school staff
 60 students	 51 parents and carers	 9 community members and stakeholders

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Formalise opportunities for building leaders' and emerging teacher leaders' curriculum leadership capability to support and drive school improvement.

**Domain 6: Leading systematic curriculum implementation**  
Prioritise developing leaders' and teachers' capability in curriculum planning and delivery, and designing assessments and marking guides, to deliver engaging and challenging learning experiences aligned to the Australian Curriculum.

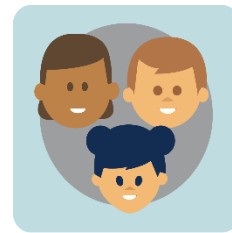
Collaboratively review the 3 levels of planning for all 8 learning areas in alignment with the P-12 curriculum, assessment and reporting framework to provide students their full curriculum entitlement.

Refine processes for moderation at multiple junctures to support a deeper understanding of achievement standards and make consistent judgments about student work.

**Domain 7: Differentiating teaching and learning**  
Identify and document systems, processes, responsibilities and accountabilities for differentiating teaching and learning, to ensure all students are able to access the curriculum at the appropriate level.

**Domain 9: Building school-community partnerships**  
Initiate engagement with regional specialist staff and local Elders to enhance staff cultural capability and embed Aboriginal and Torres Strait Islander perspectives into the school.

### Key affirmations



**Staff express a commitment to providing a caring and supportive educational environment for every student.**

Parents acknowledge the social and emotional support staff provide to their child, and the high expectations for behaviour. They articulate that the teaching staff are approachable for discussions about their child's learning and that they are well informed regarding their child's progress. Parents speak very highly of the school and the expert teaching team. They talk about the respect their child has for teachers, and staff members' kind and caring approach to education.



**Members of the school community celebrate extensive and productive partnerships.**

A number of productive partnerships are embedded in the culture of the school. Detailed transition programs are well established for both entry to and exit from the school. Members of the Parents and Citizens' Association applaud the great work staff do in providing extracurricular opportunities. Strong relationships with Early Childhood Education and Care providers are established, with local Kindergarten staff recognising the school's early years teachers as experts in their field. Teachers convey a deep commitment to engaging with students, families and the local community to build positive working relationships and strong partnerships.



**Leaders articulate student engagement and wellbeing underpins the approach to school improvement.**

Staff recognise the importance of their own and students' wellbeing, and appreciate the support leaders provide in this area. The principal articulates extensive knowledge of whole-school data and identifies in detail areas to drive improvement. Leaders express their commitment to continuously improving teaching across the school. Students recognise that teachers help them learn and comment they love their classes.



**Staff speak highly of the supportive working environment and trusting relationships with colleagues.**

Teachers indicate that strong collegial relationships support their wellbeing and teaching practice. They recognise the great work done by teacher aides and view them as an integral part of the expert teaching team. Students speak highly of the level of support they receive from teachers and teacher aides. Ancillary staff members take pride in their work to maintain the school environment, and the grounds are neat and well presented. Parents recognise and appreciate these efforts.