

Boyne Island State School

School review report

Acknowledgement of Country

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

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 Iscarlot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Boyne Island State School** was conducted from **3 to 5 March 2020**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2020 review was identified as 986 and the school enrolment was 428 with an Indigenous enrolment of 9.3% and a student with disability enrolment of 22%.

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

- Develop and implement a whole-school curriculum, assessment and reporting plan, aligning the implementation of the Australian Curriculum (AC) with the P–12 curriculum, assessment and reporting framework (P–12 CARF). (Domain 6)
- Collaboratively refine the Explicit Improvement Agenda (EIA), providing greater clarity regarding the key areas for all stakeholders. (Domain 1)
- Align processes, including the use of Individual Curriculum Plans (ICP), to the P–12 CARF, enhancing the engagement of students with disability with the curriculum. (Domain 7)
- Develop and implement a facilities renewal schedule and establish processes to ensure the continual enhancement of current school facilities. (Domain 4)

Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Boyne Island State School** from **11 to 13 June 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 the SRR and reviews for Queensland state schools please visit the SRR [website](#).

Timelines 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 will publish the 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 [system resources](#) that can assist you

School context

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

Education region:	Central Queensland Region
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Year levels:	Prep to Year 6
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Enrolment:	393
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Indigenous enrolment percentage:	13%
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Students with disability percentage:	19.8%
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ICSEA value:	967
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Review team

Geoff Fitzgerald	Principal, Reviews, SRR (review chair)
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Troy Jenkins	Peer Reviewer
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Mark Winrow	Peer Reviewer
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Renee Crilly	First Nations Representative
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Contributing stakeholders



4 reviewers



162 participants



42 school staff



60 students



51 parents and carers



9 community members and stakeholders

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 (P&C) applaud the great work staff do in providing extracurricular opportunities. Strong relationships with Early Childhood Education and Care (ECEC) 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.

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 AC.

Collaboratively review the 3 levels of planning for all 8 learning areas in alignment with the P-12 curriculum, assessment and reporting framework (P-12 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.

Initial data insights

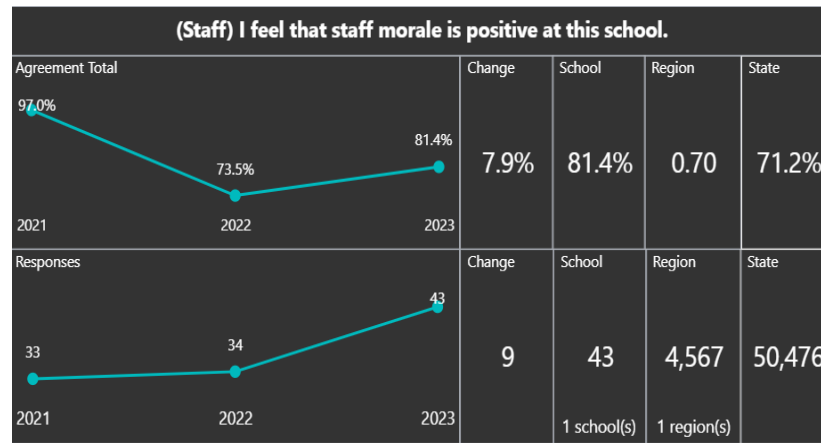
Informing data sets

- 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

Year Level	Report Card (AvLA)Ⓞ	NAPLAN (MSS)Ⓞ	Weight Ⓞ	Agreement Ⓞ	Agreement CategoryⓄ	Learning Area - DomainⓄ
03	2.9	379.6	62.5	1.82	NAPLAN higher	English-Reading
03	2.9	387.6	62.5	1.60	NAPLAN higher	English-Writing
03	2.9	366.6	62.5	1.22	NAPLAN higher	English-Spelling
03	2.9	371.2	62.5	1.34	NAPLAN higher	English-Grammar and Punc
03	3.3	378.2	62.0	1.05	NAPLAN higher	Mathematics-Numeracy

Year Level	Report Card (AvLA)Ⓞ	NAPLAN (MSS)Ⓞ	Weight Ⓞ	Agreement Ⓞ	Agreement CategoryⓄ	Learning Area - DomainⓄ
05	3.0	471.2	52.0	1.35	NAPLAN higher	English-Reading
05	3.0	440.8	52.0	0.91	Agreement	English-Writing
05	3.0	463.6	52.0	1.24	NAPLAN higher	English-Spelling
05	3.0	479.3	52.0	1.55	NAPLAN higher	English-Grammar and Punc
05	3.2	456.0	52.0	1.13	NAPLAN higher	Mathematics-Numeracy



- IAA data shows NAPLAN is higher in all areas in Year 3.

- IAA data shows NAPLAN is higher in 4 out of 5 areas in Year 5.

- Decrease in staff morale in 2022 from 2021, 97% to 73.5%.

- Increase in staff morale from 2022 73.5% to 2023 81.4%.

- Increase in the number of staff completing the survey.

Data-informed inquiries

- Processes for ensuring alignment between curriculum and assessment and LOA moderation for English and Mathematics.
- Processes for ensuring alignment between curriculum and assessment and LOA moderation for English and Mathematics.
- Factors that have influenced staff morale.

Improvement strategies summary

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.**
- Formalise opportunities to engage key community stakeholders in the development of a new strategic plan, and communicate it widely, to enhance shared understanding and ownership of school priorities.

Domain 2: Analysing and discussing data

- Collaboratively refine the data plan to include agreed data sets aligned to school and system priorities to monitor and review the effectiveness of strategies and inform school improvement.
- Build teachers' capability in data analysis to inform best practice and next steps teaching and learning.

Domain 3: Promoting a culture of learning

- Build the cultural capability of all staff members to co-develop strategies that embed Aboriginal and Torres Strait Islander perspectives to support the learning and wellbeing for First Nations students.

Domain 4: Targeting school resources

- Develop collaborative processes that involve all staff, particularly program leaders, in allocating resources to ensure shared understanding of how resourcing supports school improvement strategies.
- Develop systematic processes for measuring the impact of human and physical resourcing on student outcomes to ensure they effectively progress the EIA.

Domain 5: Building an expert teaching team

- Broaden opportunities for all staff to learn from and collaborate with colleagues to enhance their understanding of the expectations of the AC and promote continuous professional learning.
- Establish a professional learning plan, aligned to school and system priorities and responsive to Annual Performance Development Plans (APDP), to foster professional growth and capability development of all staff.

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 AC.**
- **Collaboratively review the 3 levels of planning for all 8 learning areas in alignment with the P–12 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.**
- Broaden collaborative planning processes to strengthen leaders' and teachers' curriculum knowledge and capability in planning and implementation.

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.**
- Refine and embed school-wide protocols and accountabilities for developing Personalised Learning Plans (PLP) with parents to ensure parents are consulted in decision-making processes regarding their child's learning.

Domain 8: Implementing effective pedagogical practices

- Implement opportunities for collaboration and discussion about effective pedagogy to support the development of a shared understanding and language about pedagogy.
- Refine classroom observation processes, to strengthen opportunities for feedback and support teachers in reflecting on and refining their teaching practices.

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.**
- Investigate the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority to authentically identify links within curriculum areas and opportunities to advance Aboriginal and Torres Strait Islander perspectives for all students.

**bold indicates key improvement strategy*

Domain 1: Driving an explicit improvement agenda

Affirmations

- 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.
- Staff express a commitment to providing a caring and supportive educational environment for every student. Students recognise that teachers help them learn and comment they love their classes.
- The principal explains that school strategic planning is collaborative, driven by data, and aligned with system priorities. They speak about how school and system data sets guide decision-making about school improvement. These data sets include LOA, wellbeing, and attendance.

Key findings

- Leaders articulate an intention to create a new strategic plan to provide direction for recently identified priorities, using this school review report as part of the strategic planning process.
- Leaders recognise a need to engage the school community in the school improvement agenda to facilitate understanding and engagement, and that providing opportunities for school community members to engage in the progress of the improvement agenda will be crucial.
- Leaders understand the need for ongoing capability development for all leaders and emerging teacher leaders to lead the improvement agenda. They indicate that curriculum will be an important part of the improvement agenda moving forward, and identify a need for leaders to be able to work with teachers to support them with this work. The principal communicates that providing opportunities to develop instructional leadership capability will be an essential driver of continued school improvement.
- Staff meeting time is provided for staff to plan. Staff appreciate these opportunities to work together and build capability. They comment that they would appreciate more opportunities to contribute to ongoing work through the sharing of their voice through participation in action planning.
- The principal details that recent changes in the leadership team, as well as staff turnover in the teaching team, have impacted the current improvement plan and its implementation.
- Staff members have commenced with various experience. Leaders convey a need to support these staff to understand the school's priorities, practices and accountabilities to improve teaching and learning.
- Leaders have produced a comprehensive roles and responsibilities document. Staff members' understanding of these roles varies. The principal recognises a need to realign roles and responsibilities to the improvement agenda to support the new strategic plan and Annual Implementation Plans (AIP). Leaders recognise the importance of including accountabilities and timelines for school improvement that sit within these roles. The principal has a clear vision to develop these roles for all staff involved in school improvement priorities.

Improvement strategies

- **Formalise opportunities for building leaders' and emerging teacher leaders' curriculum leadership capability to support and drive school improvement.**
- Formalise opportunities to engage key community stakeholders in the development of a new strategic plan, and communicate it widely, to enhance shared understanding and ownership of school priorities.

Domain 2: Analysing and discussing data

Affirmations

- The principal conveys extensive knowledge of whole-school data. They speak in detail about areas of high and low performance. Teachers understand the importance of relevant data sets to driving improved student outcomes.
- The principal generates and produces data sets to monitor student performance and wellbeing, and inform next steps. The principal is able to draw conclusions and justify decisions at a whole-school level based on data.

Key findings

- The principal has developed an extensive data plan. Staff understanding of the plan varies. The principal recognises a need to align the data plan to include agreed data sets aligned to school and system priorities, and to monitoring the plan to review the effectiveness of strategies leading to school improvement. They identify that further capability building of teachers' data literacy would promote a deeper understanding of data sets, leading to more informed decision-making processes.
- Leaders analyse data and talk about how they share it to build data literacy across the teaching team. Leaders and staff understand the importance of an intentional collaboration process to enhance teacher expertise in data analysis as a next step.
- Staff identify a need to formalise data sets and clearly state the purpose and reason for gathering data, and how they will inform improvements in teaching and learning. They convey passion for data and highlight a need for clear direction as their next step in effective data use.

Improvement strategies

- Collaboratively refine the data plan to include agreed data sets aligned to school and system priorities to monitor and review the effectiveness of strategies and inform school improvement.
- Build teachers' capability in data analysis to inform best practice and next steps teaching and learning.

Domain 3: Promoting a culture of learning

Affirmations

- Students and parents speak positively of the school and indicate they hold staff members in high esteem. 2023 SOS data shows 95.3 % of staff, 87.2% of students, and 94.7% of parents agree with the statement 'This is a good school'.
- Members of the school community express appreciation for the high expectations for student behaviour. These expectations are supported through positive relationships, clear processes and the explicit teaching of expected behaviours.
- Staff wellbeing is prioritised and enacted within a Positive emotion, Engagement, Relationships, Meaning and Accomplishments (PERMA) model. Staff acknowledge and appreciate the range of support available.
- The school grounds are neat and well presented. Ancillary staff members convey pride in their work to maintain the school environment. Parents recognise and appreciate these efforts. Students indicate a sense of pride in their school, and that they value and respect the range of facilities.

Key findings

- A range of awards are used to encourage and acknowledge student behaviour and learning. These include parade certificates, 'Bonzas', academic awards, and in-class reward systems.
- The school employs 2 guidance officers to support students' social and emotional needs. You Can Do It! (YCDI), Zones of Regulation¹ and growth mindset programs operate across all classrooms to support students' social and emotional wellbeing. These programs inform fortnightly precepts, which are explicitly taught and aligned to the general capability of Personal and Social Capability.
- Leaders and staff outline that a school-based student wellbeing survey is completed each term. The results are used to determine focus students or groups of students for evidence-based intervention strategies. These include Managing the Bull, RAGE, Fun Friends and Girls With Purpose.
- Leaders and teachers outline a desire to ensure a strong sense of belonging is felt by all members of the school community. They convey that leaders and staff want to explore ways to embed First Nations perspectives to support the learning and wellbeing of these students. They indicate building staff cultural competence is a future next step.
- Students express their appreciation for the many and varied co-curricular opportunities on offer. These include vocal club, verse speaking, Wakakirri, Beginners' Band, Concert Band, library monitors, Robotics, Planet Protectors, craft club, interschool sports, and Friday Afternoon Enrichment.
- Classrooms are calm, attractive and welcoming. Displays of student work predominantly match students' current curriculum work. Students communicate that teachers ensure their effort is acknowledged and recognised. Transition processes within the school are managed effectively.

Improvement strategy

- Build the cultural capability of all staff members to co-develop strategies that embed Aboriginal and Torres Strait Islander perspectives to support the learning and wellbeing for First Nations students.

¹ Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social Publishing.

Domain 4: Targeting school resources

Affirmations

- Teachers and teacher aides appreciate the significant investment made to resource and implement the InitialLit program with integrity.
- Teachers and students express high levels of satisfaction with the Information and Communication Technology (ICT) resources provided to maximise student learning. They comment they have access to desktop computers, laptops, a computer lab, 2 mini-labs, a fleet of iPads and interactive whiteboards.
- The principal and Business Manager (BM) speak of how they actively seek additional funding sources to ensure the school's physical environment is fit for purpose. Additional investment has been made in covered eating areas, painting, flooring and improving accessibility.
- The P&C is actively involved in providing additional resourcing. Recent projects include installing hall ventilation, establishing and maintaining gardens and a nature play area, and purchasing decodable readers.

Key findings

- The principal and BM use previous years' cost centre expenditure to develop and regularly monitor the budget. The principal allocates excess funds to wish-list items or projects identified by staff. Most staff express a desire to better understand the allocation of resources.
- Significant funds are invested in additional human resources. This includes staff allocated to various roles to support student learning practices.
- Teacher aides are allocated across the school, with consideration to student need, to support teachers in a range of teaching and learning programs. Teacher aides are timetabled to support in-class learning and intensive withdrawal programs including MiniLit and MacqLit.
- Teacher aides express a desire to be involved in reviewing timetables to allow time to collaborate with teachers and better understand their role in supporting student learning.
- Leaders outline the need to analyse and monitor the ongoing effectiveness of resource allocations. Accountability processes to measure the impact of resource allocations on the EIA are yet to be developed.
- The student services team meets weekly to identify students requiring additional support. Teachers outline they are gaining greater understanding of the expected referral practices and processes are developed for referring students to this team.
- Staff and students express satisfaction with the amount and range of physical resourcing available to support learning. Staff identify a need for a staffroom and fit-for-purpose breakout spaces to work with small groups.

Improvement strategies

- Develop collaborative processes that involve all staff, particularly program leaders, in allocating resources to ensure shared understanding of how resourcing supports school improvement strategies.
- Develop systematic processes for measuring the impact of human and physical resourcing on student outcomes to ensure they effectively progress the EIA.

Domain 5: Building an expert teaching team

Affirmations

- Teaching staff have a wide and varied range of expertise and express a desire to further improve their practice. Leaders express an intention to harness teachers' expertise to drive school improvement strategies.
- Staff speak highly of the supportive working environment and trusting relationships with colleagues.
- Teachers recognise the great work done by teacher aides and view them as an integral part of the expert teaching team.

Key findings

- With new priorities around curriculum, leaders understand the need to establish effective procedures and strategies to drive explicit improvement in this area. They communicate the need to build additional knowledge about instructional leadership processes to support curriculum implementation and monitor the effectiveness of improvement strategies.
- The development of APDP varies across the school. Staff express a desire to align the APDP process to the EIA. They articulate this will foster their professional growth and capability to support school improvement.
- Opportunities are established to use Classroom Profiling as a reflective practice tool. Leaders express an interest in leveraging the expertise available among current staff around Profiling and Essential Skills for Classroom Management (ESCM) to strengthen the consistency of classroom practice.
- Staff express a desire to improve their practice through processes such as Watching Others Work (WOW). They identify a need to collaboratively review the collegial engagement practices in line with current Department of Education (DoE) expectations to quality assure teaching and learning across the school.
- Teaching staff identify a need for time to collaborate with teacher aides to build collective capability. Teacher aides express a keen interest in building their capability in InitialLit to ensure expert delivery and continuity across the school.
- Cluster moderation is in the early stages. Staff express excitement about formalising this process and collaborating with staff at other schools.

Improvement strategies

- Broaden opportunities for all staff to learn from and collaborate with colleagues to enhance their understanding of the expectations of the AC and promote continuous professional learning.
- Establish a professional learning plan, aligned to school and system priorities and responsive to APDPs, to foster professional growth and capability development of all staff.

Domain 6: Leading systematic curriculum implementation

Affirmations

- The principal recognises the importance of building teacher capability to deliver an engaging and systematically implemented curriculum.
- Parents communicate they are kept up to date about what their child is learning through a variety of means. These include informal chats at pick-up time, newsletters, Facebook posts, email communication and parent-teacher meetings. Parents convey they value these processes and appreciate the time and effort staff put into sharing this information.
- Teachers are provided with additional Non-Contact Time (NCT) which allows them to meet and plan. They also convey this extra time enables them to have conversations about curriculum with colleagues. Teachers appreciate the investment made to facilitate this.

Key findings

- Leaders and teachers are currently working on the transition to the Australian Curriculum Version 9 (ACV9). The ACV9 has been implemented in English across some year levels.
- Leaders discuss the need to align the 3 levels of planning to the P–12 Framework in collaboration with teachers. They articulate their commitment to ensuring curriculum provisioning enables students to access their full entitlement of the curriculum in all learning areas.
- Leaders and teachers indicate that teachers are at different stages on the journey towards transitioning to the ACV9, and that the leadership team has been mainly working in pockets to support the move. Leaders indicate that developing a timeline for the full implementation of the ACV9 across the school is an important next step to provide clarity for teachers.
- Teachers convey a strong understanding of curriculum and currently engage in planning in year level cohorts. Leaders explain they have already been using teacher expertise to develop ACV9 units of work. Leaders recognise an opportunity to develop teacher capability in curriculum planning, assessment and marking guides to support this process.
- Leaders and teachers speak of the need to design locally relevant, engaging and challenging learning experiences for students. They express that developing teachers' skills in this area will support the transition to ACV9. Teachers identify a need to work with leaders to quality assure the alignment of their planning and assessment to the achievement standards.
- Teachers express a desire for certainty regarding the time provided for planning, articulating that it can be intermittent. They identify a need for planning time to collaborate with leaders to improve their capability in curriculum planning and implementation. Leaders understand the importance of investing in this area to provide more time to plan and collaborate.
- Some leaders and teachers view anomalies in IAA between NAPLAN and LOA data as an opportunity to re-interrogate moderation processes and further build teachers' consistency in marking and grading student work. Many teachers remark that current moderation practices are focused on teacher judgement. Leaders highlight the particular need to build capability in pre-moderation practices to further strengthen teachers' understanding of marking guides.

Improvement strategies

- **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 AC.**
- **Collaboratively review the 3 levels of planning for all 8 learning areas in alignment with the P–12 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.**
- Broaden collaborative planning processes to strengthen leaders' and teachers' curriculum knowledge and capability in planning and implementation.

Domain 7: Differentiating teaching and learning

Affirmations

- Staff members identify starting points for learning through collecting formal and anecdotal data. Café writing and 'Show me papers' data is used to form 'boost groups' in classes.
- Parents articulate that teaching staff are approachable for discussions about student learning. They comment they are well informed regarding their child's progress. This occurs through informal discussions with teachers, report cards each semester, and formal and informal parent-teacher interviews.
- Leaders and teachers monitor and track individual student progress to inform teaching and learning and interventions.
- Students comment they are challenged by their work and receive the help they need. They speak very highly of the level of support they receive from teachers and teacher aides.

Key findings

- Teachers are supported by guidance officers, as case managers, to implement reasonable adjustments for the range of students. Co-planning to appropriately adjust teaching and learning to the needs of students is yet to be apparent. Some teachers express a desire to build their capability in making adjustments.
- Current differentiation practices within the school are mainly focused on structural differentiation. This includes the use of reading ability groups and modifications to assessment tasks. Some teachers describe planning for differentiation in terms of content, process, product and environment when adapting learning experiences.
- Students captured in the Nationally Consistent Collection of Data on School Students with Disability (NCCD) are provided with a PLP documenting the reasonable adjustments being implemented to support their access to learning. These PLPs are recorded on OneSchool. There is an expectation that parents are involved in developing PLPs. Parental involvement in the process varies across the school.
- The guidance officers case manage students with disability. Teachers articulate achievement for students with disability is lower than expected, and they require additional supports to improve outcomes.
- All staff work to ensure educational episodes are engaging and purposeful for learners. Teachers, students and parents express a desire to explore opportunities beyond the school to extend and contextualise their learning, such as camps and excursions.
- Students articulate that they are supported by teachers in their learning. Most students indicate that the challenge in their academic work is suited to their learning ability. Student explain in detail their personal learning journey in relation to targets and goals for writing, reading, Mathematics and personal growth.

Improvement strategies

- **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.**
- Refine and embed school-wide protocols and accountabilities for developing PLPs with parents to ensure parents are consulted in decision-making processes regarding their child's learning.

Domain 8: Implementing effective pedagogical practices

Affirmations

- Teaching staff express a desire to continually improve their teaching practice. They recognise the importance of ensuring all students are suitably engaged and appropriately challenged.
- Students comment they value their teachers' and other staff members' ongoing support and encouragement to learn and succeed.
- Teachers refer to a range of evidence-informed teaching strategies they use to improve student learning. Leaders comment that teachers use their experience and knowledge about pedagogy to apply effective teaching practices that meets the needs of learners.
- Processes are established to enable teachers to work together to learn from each other's practice. Teachers articulate they highly value these opportunities. They talk about how collaboration and feedback processes, including extra NCT and staff meetings, assist them in improving their practice.

Key findings

- Leaders understand the importance of establishing processes to collaboratively develop a shared understanding and language about pedagogy, and how this will support a whole-school approach to pedagogy. Leaders comment that a suite of effective pedagogies is required to support the school's teaching and learning principles and practices, in alignment to the curriculum.
- Leaders have identified pedagogical practices that are listed in the school's approach to pedagogy. Teachers' knowledge and understanding of the range of pedagogical approaches used in classrooms varies. Most teachers articulate they have a good understanding of pedagogy and indicate a desire to be involved in identifying pedagogical practices to be used across the school.
- Teachers express a desire to engage in constructive feedback and observation processes. They speak of the need for opportunities both within and outside of the school to facilitate individual reflection and refinement of their pedagogical practices to support students' diverse learning needs.
- Leaders indicate the need for an effective model of purposeful classroom visits that provides line of sight into classroom practices. Leaders express an intention to enact purposeful collaborations with teachers, including modelling and observations and feedback, to ensure teachers are provided with constructive feedback on teaching that enables them to reflect on and enhance their practice.
- Some classrooms display learning walls. Leaders and teachers acknowledge that the effective use of learning walls is at different stages across the school. Some teachers acknowledge this is a practice that has been in place but hasn't been a priority for school improvement. Teachers convey that visible learning, learning walls, and 'Bump it up' walls are useful strategies. They anticipate that creating a consistent approach to the use of visible learning would be beneficial.

Improvement strategies

- Implement opportunities for collaboration and discussion about effective pedagogy to support the development of a shared understanding and language about pedagogy.
- Refine classroom observation processes, to strengthen opportunities for feedback and support teachers in reflecting on and refining their teaching practices.

Domain 9: Building school-community partnerships

Affirmations

- 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.
- Parents acknowledge the social and emotional support staff provide. They speak of the high expectations for behaviour, and recognise the integral role these play in creating safe, productive classrooms.
- Parents describe the 'small school feel' and comment this is a reason they send their child to the school.
- Family members comment that they feel welcome and are invited to celebrate learning and participate positively in school life.
- Students and parents talk appreciatively of the extracurricular opportunities staff provide that support students' personal development and enrich their learning.
- Teachers convey a deep commitment to engaging with students, families and the local community to build positive working relationships and strong partnerships.
- Leaders value community relationships and partnerships, recognising they contribute to the extensive range of co- and extra-

Key findings

- An extensive and comprehensive range of productive partnerships is established. These include embedded partnerships with local ECEC and Outside School Hours Care (OSHC) providers, the high school, Boyne Island Environmental Education Centre (EEC), the Queensland Police Service (QPS), Gladstone Regional Council, the Queensland Department of Transport and Main Roads, and Santos GLNG.
- The P&C supports the school in many fundraising ventures to provide a positive learning environment for all students. Members of the P&C celebrate the great work staff do in providing extracurricular opportunities.
- Leaders express an intention to embed First Nations perspectives authentically into the school culture for learning. They express the need to initiate engagement with regional specialist staff and local Elders to enhance staff cultural capability regarding Aboriginal and Torres Strait Islander Histories and Cultures.
- A detailed 'transition to school' program is well established. The school invites students from their playgroup and other known enrolments for Prep to 'Focus on 4' sessions. In these sessions, children are able to see what Prep will be like through a series of transition activities over 4 days. Parents are involved in these sessions and also have the chance to hear from leaders regarding school procedures and processes.
- The local high school principal describes a strong relationship with the school. They acknowledge the school principal's leadership in facilitating Year 6 transitions and having a visible presence at transition days, parent information evenings and high school parades.
- The local Kindergarten director describes highly effective transition processes where they meet every term with the school's early educators and leadership team to analyse data and formulate effective transition pathways. Kindergarten staff recognise the school's early years teachers as experts in their field. The school's early years teachers regularly teach a lesson at the Kindergarten in Term 4 about learning and routines at the school. They also conduct pre-observations to inform transition support.
- Early Education Network recognises the opportunity the school provides by hosting a playgroup, which is widely supported by parents.
- The school is a driving force in the local school safety action group which engages Gladstone Regional Council, QPS, the Department of

Improvement strategies

- **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.**
- Investigate the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority to authentically identify links within curriculum areas and opportunities to advance Aboriginal and Torres Strait Islander perspectives for all students.

Affirmations

curricular opportunities offered to students.

- School council representatives speak about the principal's effective communication and how they share information to guide informed decision-making processes.

Key findings

Transport and Main Roads, and local schools to provide solutions to safety issues. This then drives the improvement of infrastructure, with student safety at the forefront.

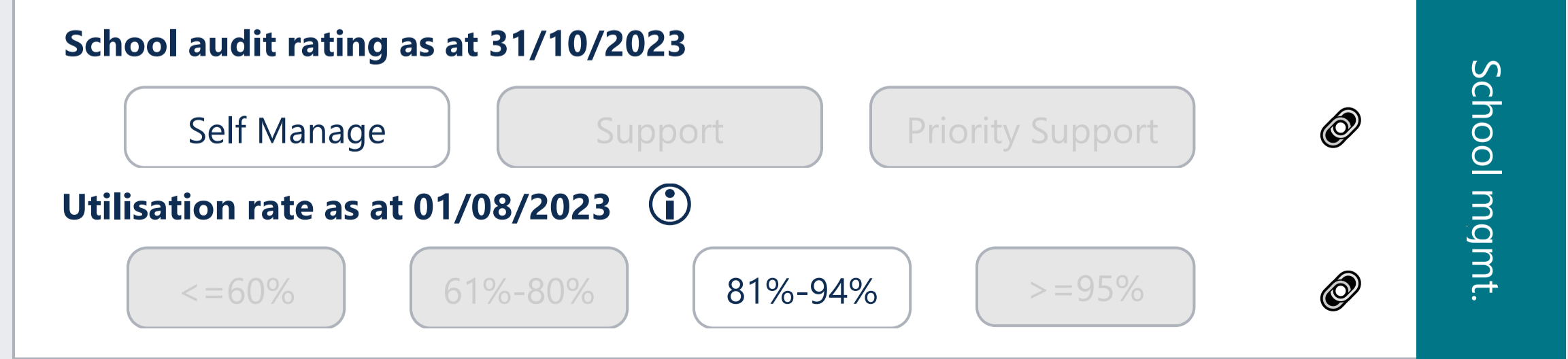
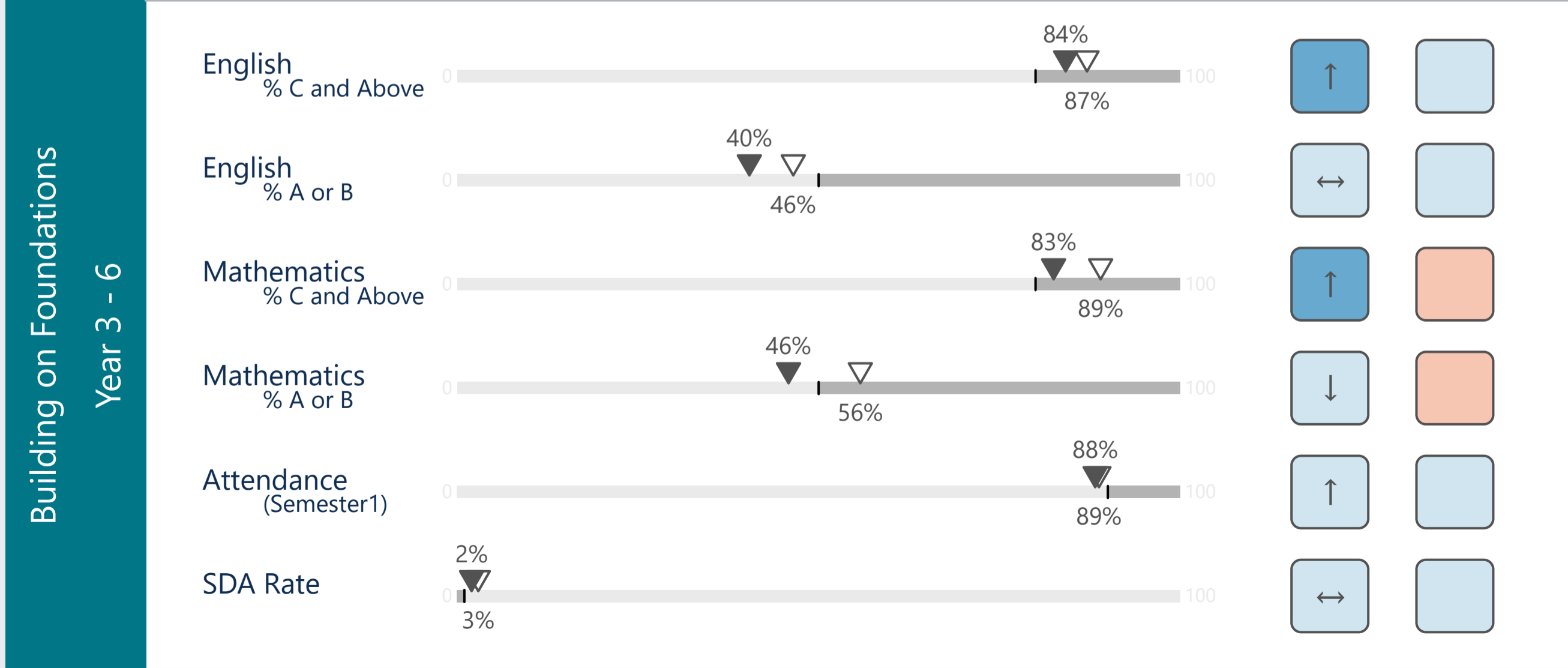
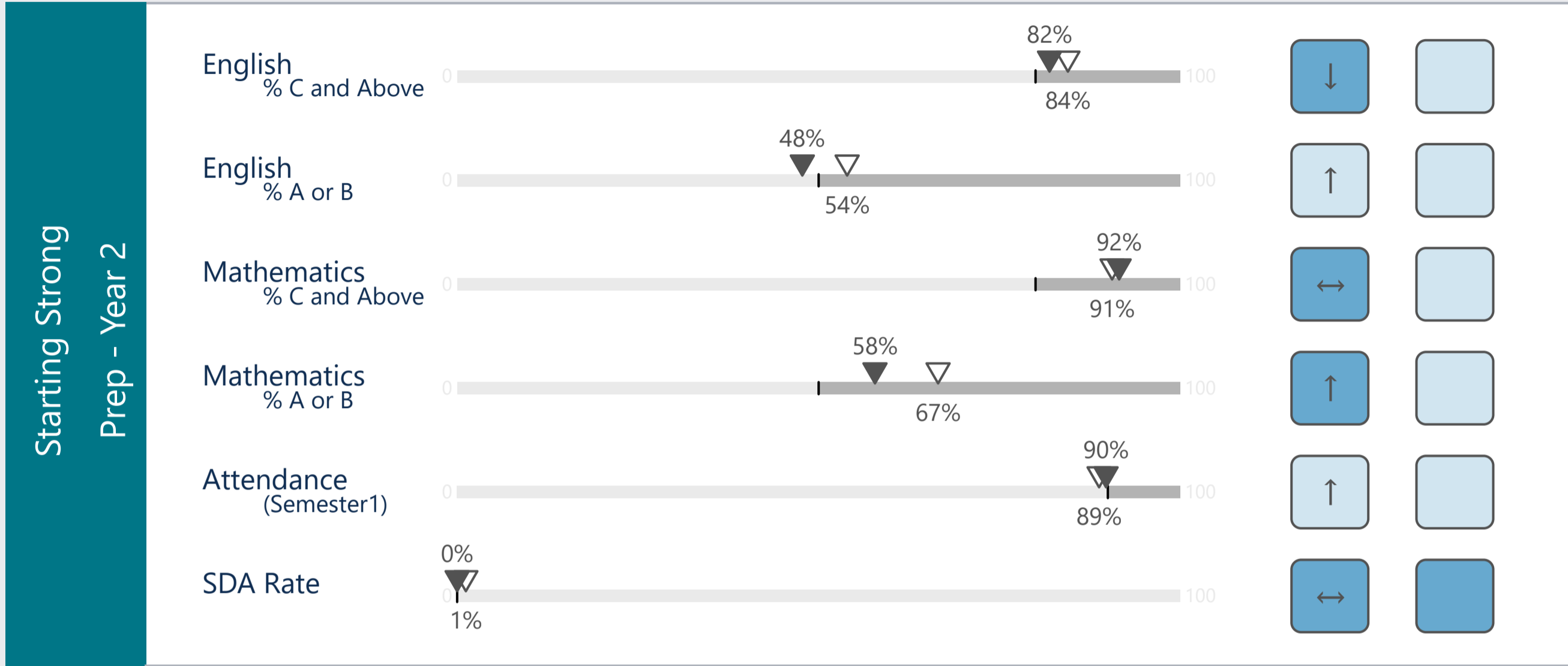
Improvement strategies

ICSEA 967	Total Students 395	First Nations Students 45	Students With Disability 71	Students In Care 5	School Boyne Island State School
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Student Performance

Actual Relative

Governance



Financial practices
Workforce practices
HSW
School mgmt.