

# Bororen State School

## School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







### Acknowledgement of Country

We acknowledge the shared lands of the Bailai nation and the Port Curtis Coral Coast people of the Bailai, Gurang, Gooreng Gooreng, Taribelang Bunda language region

### About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	29
Indigenous enrolments	7%
Students with disability	46.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1009

### About the review

 2 reviewers from 26 to 27 August 2024	 29 interviews	 10 school staff
 19 students	 5 parents and carers	 6 community members

### Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

#### Domain 8: Implementing effective pedagogical practices

Identify further opportunities for all educators to participate in conversations about evidence-informed pedagogies to build a shared language and understanding of pedagogy.

#### Domain 5: Building an expert teaching team

Formalise observations and feedback processes to enable all staff members to work with and learn from each other.

#### Domain 6: Leading systematic curriculum delivery

Prioritise developing teachers' and leaders' capability in integrating critical and creative thinking skills across all learning areas to enhance the curriculum's relevance and effectiveness in supporting student learning.

#### Domain 2: Analysing and discussing data

Establish regular opportunities for data discussions among staff to facilitate in-depth evaluations of and reflections on classroom practices, and identify data-informed interventions.

### Key affirmations



#### Intentionality in all decision-making drives whole-school and student learning improvement.

Staff speak of ongoing collaboration in decision-making and comment that all voices are considered equal in discussions. They explain that every decision is based on the same core question: How will this help students in their learning? The principal describes being highly selective when allocating resources, ensuring decisions are based on maximising student impact. Staff discuss how established learning and operational routines have been reviewed and altered to better support student learning.



#### Staff are responsive to students' diverse needs.

Staff convey their willingness to adjust teaching routines in response to student need to support all students to achieve the best possible outcomes. They express a commitment to ensuring students are empowered in their learning and personal growth. A collegial and collaborative approach to cultivating an environment where every student can thrive is established across the school.



#### Staff and students describe a school-wide culture of embracing innovation to support learning.

Members of the school community celebrate that every student enrolled at the school is provided with a quality education. Staff members express admiration for the principal's dedication to doing 'whatever it takes' to enable student access to quality learning experiences. Staff describe embracing innovative teaching and learning strategies to enhance students' engagement in learning. Educators comment that they are supported and feel safe to 'give innovation a go' in classrooms. Students remark they love how their teachers make learning fun and engaging.



#### Staff and students share a commitment to high expectations.

Staff, parents and students comment that high academic and behaviour standards, consistent expectations and realistic improvement goals are established across the school. Staff across the school collectively refer to themselves and one another as 'educators'. They describe actively supporting students' social, emotional and academic development through consistent school-wide processes and programs.



#### Staff celebrate the strength and collegiality of the school's culture.

Staff highlight the strength of the school's culture and describe the positive, supportive, trusting and caring nature of the school team, commenting that 'coming to work is a pleasure'. Students indicate that all staff members care for them and that they know they are able to approach any staff member for support when needed. Many parents comment that staff support them and their families in managing life's challenges both in and outside the school gate. Staff, students and parents speak of the Bridge Builders Program as key to the tone of the school. Students are supported to make considered decisions in managing all situations and staff members outline how the program is providing students with lifelong skills.



#### Staff value engaging with the wider school community.

School leaders, staff and members of the Parents and Citizens' Association convey a commitment to bringing the local community together through organising and hosting a wide variety of events. These include Anzac Day services, community cricket matches and Christmas celebrations. Staff, parents and students indicate that these events are well attended, describing them as social highlights and invaluable opportunities to celebrate and connect. Community members describe the school's 'generational legacy' to the community.