

Jimboomba State School

School review conducted 20 to 22 June 2022

Every Queensland state school is reviewed by the Department of Education at least once every four years. School reviews provide important feedback to support schools in continuing to deliver quality education and improve learning outcomes for students.



Review highlights

- ✓ A strong sense of staff collegiality.
- ✓ Consistent implementation of PBL.
- ✓ Student growth and achievement is a high priority.
- ✓ Strong partnerships enhance early years transitions.



Consultation



Total of 132 interviews



8 community members and stakeholders



57 school staff



22 students



45 parents and carers

Each school review generates a number of key improvement strategies to inform continuous improvement in all state schools. The next steps are...

- ➔ Collaboratively develop a sharp and narrow plan for the enactment of the Explicit Improvement Agenda, with clear alignment of actions and strategies within set timelines, and roles, responsibilities and accountabilities for all staff members.
- ➔ Collaboratively develop a Collegial Engagement Framework which identifies elements of professional engagement, including classroom observations, walkthroughs, peer coaching and modelled lessons to enact pedagogical and curriculum priorities.
- ➔ Develop Quality Assurance processes for the planning and enactment of the Australian Curriculum (AC), including the strengthening of four-phase moderation processes.
- ➔ Progress all staff knowledge, understanding and application of the full breadth of the AC, including general capabilities and cross-curriculum priorities across all learning areas.
- ➔ Collaboratively identify school-wide pedagogical approaches for digital technologies and provide professional learning to support teachers to develop their capabilities in this area.

For more information about school reviews, go to www.schoolreviews.education.qld.gov.au

Jimboomba State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Jimboomba State School** from **20 to 22 June 2022**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Noel Baggs	Internal reviewer, EIB (review chair)
Lisa Morrison	Peer reviewer
Mary Wallis	External reviewer



1.2 School context

Indigenous land name:	Yugambah country
Location:	Mt Lindesay Highway, Jimboomba
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	942
Indigenous enrolment percentage:	12.6 per cent
Students with disability percentage:	22.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	964
Year principal appointed:	2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), literacy coach, 34 teachers, 10 teacher aides, schools officer, guidance officer, two administrative officers, Business Manager (BM), technologies officer, 45 students and 22 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, P&C Outside School Hours Care (OSHC) coordinators and Adopt-a-Cop.

Partner schools and other educational providers:

- Director of Little Gems Childcare Centre, Principals of Beaudesert State High School and Waterford West State School and coordinator of Jimboomba and Flagstone Area (Jafa).

Government and departmental representatives:

- Councillor for Logan City Council, Department of Education (DoE) Early Years Partnerships Facilitator and ARD.



2. Executive summary

2.1 Key findings

High levels of collegiality are embedded as ways of working within year level teams.

School leaders and teachers are united in the vision for school improvement and dedicated to supporting all students to succeed. Staff members appreciate the high levels of trust and respect shown within the staff team. Staff members state that one of the strengths of the school is the collegiality, in addition to the personal and professional support provided by colleagues. Caring interactions between staff members support an ongoing collegiality and positive working relationships. Release time is provided to teachers, allowing systematic opportunities for collaboration in Professional Learning Communities (PLC), and is valued by teachers.

Staff and students value the clarity and shared understanding regarding Positive Behaviour for Learning (PBL) within the school.

The school has clear strategies that promote appropriate behaviour. The school has continually refined its approach to PBL. PBL wellbeing questions have been introduced for goal setting in classrooms, based on learning questions included on the learning walls. Students actively engage in setting and monitoring these behaviour goals alongside learning goals. There is a commitment to teaching acceptable and appropriate ways to behave. A PBL team and coach support teachers in the implementation of the framework and the monitoring of behaviour data and interventions for students. The 'Star Program' is a highly visible reinforcement system, where students are awarded star cards by teachers observing them fulfilling the school expectations to '*Be Safe, Be Responsible, Be Respectful*'.

The leadership team is united and committed to driving an improvement agenda.

School leaders and staff members express a dedication to supporting the diverse learning needs of all students. The leadership team articulate that the Explicit Improvement Agenda (EIA) is 'reading and differentiation' as the two key drivers for school improvement. Leaders acknowledge that greater staff collaboration in developing a whole-school EIA will improve understanding and successful implementation of the EIA. The leadership team acknowledges the importance of developing the instructional capability of all leaders in developing and driving school priorities. The leadership team seeks to collaboratively redevelop the EIA with a sharp and narrow focus on reading and differentiation.

Staff indicate a willingness to engage in a wider range of professional learning opportunities.

Staff members are engaged in ongoing opportunities for professional learning and capability development. The principal plans for a range of Professional Development (PD) opportunities for staff members to participate in throughout the year. Teachers articulate that some informal walkthroughs occur and coaching can be accessed with the leadership team on a needs basis. School leaders articulate the next steps are to collaboratively develop and embed a Collegial Engagement Framework (CEF) to support the capability development of



all staff members. Staff express a desire for additional opportunities to work and learn collaboratively within and across year levels and to learn from their colleagues.

Teachers express a strong desire to build their capability of the Australian Curriculum (AC).

School leaders are committed to professional learning and networking opportunities to confidently and consistently build the capability of staff in moderation of student work. Teachers are establishing processes for internal four phase moderation to refine their understanding of the assessment tasks and the Guide to Making Judgements (GTMJ) for consistency of interpretation of student standards aligned to the AC. Some teachers discuss a desire to strengthen their understanding of the AC by participating in external moderation with neighbouring schools.

School leaders articulate the importance of a high-quality curriculum.

The school is developing a consistent approach to curriculum planning and delivery. School staff acknowledge the importance of quality curriculum understanding, planning and delivery to achieve consistency in teaching and learning across the school. School leaders and teachers express a desire to move away from the utilisation of Curriculum into the Classroom (C2C), towards the development of school-based units created with clear alignment to the AC. Some teachers welcome opportunities to strengthen their skills in explicitly teaching the general capabilities and cross-curriculum priorities.

Investigate school-wide approaches for enhanced digital technologies to engage all students.

Some school leaders and teachers have identified the further development of Information and Communication Technology (ICT) skills, particularly the development of school-wide digital pedagogies, as a future priority. Some staff indicate they would appreciate further support to introduce more technologies into their day-to-day teaching, and to build their capabilities in this area. Teachers have a strong belief that targeting teaching to personalise learning for all students ensures development at their own level.

Case Management (CM) provides a structured process for student growth and achievement.

The teaching staff value CM as a collaborative inquiry process that is enhancing teachers' pedagogical practices in literacy and improving student outcomes. Teachers meet in their year level Professional Learning Team (PLT) to analyse literacy data and identify students who are performing below benchmark or not yet progressing after implemented interventions. Teachers upload data to the 'digital wall' initiating the ten-week cycle for CM. These managed forums offer a process where the expertise of teachers and leaders unite to collectively problem-solve challenging learning issues to move marker students forward.

Early years transition processes are highly valued by all stakeholders.

The feeder Early Childhood Education and Care (ECEC) centre directors engage the early years coach to build the literacy skills in early educators, lead the transition program and



tailor specialised transitions for students with specific learning needs. Relationships provide early connections with families and external agencies to build stronger transitions to school. The seamless transition processes are held in high regard by all stakeholders. The school has established connections through the Jumpstart program and the Jimboomba and Flagstone Area (JAFA) program, with the local centres. The early years coach and literacy mentor provide coaching and curriculum leadership to pre-Prep providers. Professional modelling and coaching are offered across ECECs to strengthen literacy outcomes.



2.2 Key improvement strategies

Collaboratively develop a sharp and narrow plan for the enactment of the EIA, with clear alignment of actions and strategies within set timelines, and roles, responsibilities and accountabilities for all staff members.

Collaboratively develop a CEF which identifies elements of professional engagement, including classroom observations, walkthroughs, peer coaching and modelled lessons to enact pedagogical and curriculum priorities.

Develop Quality Assurance (QA) processes for the planning and enactment of the AC, including the strengthening of four-phase moderation processes.

Progress all staff knowledge, understanding and application of the full breadth of the AC, including general capabilities and cross-curriculum priorities across all learning areas.

Collaboratively identify school-wide pedagogical approaches for digital technologies and provide professional learning to support teachers to develop their capabilities in this area.