

# Boronia Heights 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

Boronia Heights State School acknowledges and recognises that both the Gugingin Clan, who are Yugumbah speaking people, and the Yagara and Jagara Clans, who are Yugarabul speaking people, have connections and stories to the lands where our school is built.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	600
Indigenous enrolments	10.9%
Students with disability	21.3%
Index of Community Socio-Educational Advantage (ICSEA) value	932

### About the review

 3 reviewers from 10 to 12 July 2024	 161 participants	 59 school staff
 64 students	 30 parents and carers	 8 community members and stakeholders

### Key improvement strategies

<p><b>Domain 1: Driving an explicit improvement agenda</b> Further refine the improvement agenda, including measurable student outcomes and timelines, to provide clarity for enacting school priorities and measuring and celebrating success.</p> <p><b>Domain 6: Leading systematic curriculum implementation</b> Strengthen teacher understanding of student progressions across the year levels to enhance vertical alignment of curriculum and foster consistent teaching and learning expectations.</p> <p><b>Domain 8: Implementing effective pedagogical practices</b> Broaden opportunities for staff to collaborate and discuss effective teaching practices to enhance their shared understanding and language for making pedagogical decisions.</p> <p><b>Domain 7: Differentiating teaching and learning</b> Consolidate teacher knowledge and understanding of evidence-informed differentiation practices to tailor classroom practices to address student needs.</p> <p><b>Domain 2: Analysing and discussing data</b> Further refine data monitoring processes to evaluate the impact of key initiatives and enable teachers to make teaching and learning decisions.</p>
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### Key affirmations



**Staff, students and parents describe the school as an inclusive and welcoming environment where diversity is valued.**

Staff speak of cultivating a positive, student-centred learning environment underpinned by trusting relationships. They speak with pride about how they know and understand their students and how they actively seek to address barriers to learning.



**Staff describe a strong culture of collegial support.**

Staff highlight how the culture of collegial support enables professional growth and supports their wellbeing. Staff express that they are 'moving forward together, valuing each other's strengths'. Community members describe staff as 'focused, driven people' who are always adapting to meet the needs of students.



**Staff highlight significant progress in supporting students to be 'ready to learn'.**

Staff acknowledge the support provided by leaders to allow them to focus on their practice and student learning. They express a high level of confidence that renewed approaches to supporting student behaviour are having a significant positive impact on school culture.



**Teachers speak of a strong focus on delivering a quality curriculum.**

Teachers describe having clarity about what to teach and when to teach it. They talk about making curriculum decisions to best meet the needs of learners. Opportunities to work in teams to discuss and plan teaching and learning are valued by teachers, as is the support provided by leaders.