

# Jimbour 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

Jimbour State School acknowledges the shared lands of the Barunggam nation and the Barunggam people of the Barunggam language region.

### About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	14
Indigenous enrolments	Nil
Students with disability	21%
Index of Community Socio-Educational Advantage (ICSEA) value	961


### About the review


 <p>2 reviewers from 27 to 28 August 2024</p>	 <p>26 participants</p>	 <p>7 school staff</p>
 <p>12 students</p>	 <p>2 parents and carers</p>	 <p>5 community members and stakeholders</p>


### Key improvement strategies


- Domain 6: Leading systematic curriculum implementation**  
Prioritise opportunities for collaborative planning, including moderation at multiple junctures, to build staff confidence and capability in implementing the Australian Curriculum and aligning curriculum, teaching, learning and assessment.
- Domain 8: Implementing effective pedagogical practices**  
Implement collaborative opportunities for developing shared understanding of the 3 principles of pedagogy, to guide selection of effective, evidence-informed pedagogical practices and teaching strategies.
- Domain 7: Differentiating teaching and learning**  
Collaboratively develop whole-school processes for implementing individualised student goal setting, to realise further improvements in Levels of Achievement.  
  
Strengthen the teaching team’s knowledge and application of differentiation, intervention and extension strategies, to ensure support for students is planned, documented and systemically enacted.
- Domain 1: Driving an explicit improvement agenda**  
Strengthen future Annual Implementation Plans by including timelines aligned to measurable student goals, to clarify school priorities for staff and enable them to systematically measure the impact of the improvement agenda.

### Key affirmations

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**Staff articulate a positive collegial culture and a strong sense of connectedness to the school.**  
The principal and staff describe interactions with colleagues as positive, supportive, and respectful. Staff members indicate they enjoy working at the school. The principal and staff articulate that strategically planned staff meetings are highly valued by the teaching team for their positive impact on collaboration, collegiality and professional learning.
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**The principal describes a strong commitment to high expectations, and promoting positive behaviour for all students.**  
The principal emphasises the importance of directly teaching students the behaviours expected of them at school – ‘The Jimbour Way’. Staff convey the classroom, other learning spaces and outdoor learning areas are calm and orderly, with a focus on student learning. Students speak enthusiastically regarding recognition they receive for positive behaviour, including awards, incentives and acknowledgement in the newsletter.
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**Students indicate they are happy to attend school.**  
Staff members emphasise that positive and caring relationships contribute to successful learning. Students articulate they feel cared for and supported in their learning and wellbeing, including through the use of ‘puppy reading’ and the ‘Relax Room’. Parents and students comment appreciatively on the welcoming feel of the school, which they say supports students’ positive sense of wellbeing.
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**The principal and staff express pride in their school and a strong commitment to supporting student engagement, wellbeing and learning.**  
Staff convey a comprehensive understanding of student backgrounds. They speak of working hard to promote positive outcomes for all students. Students describe being engaged in classroom activities, and articulate they feel well supported in their learning by all members of the teaching team. Parents speak positively of the support their child receives, and praise the effectiveness of staff in catering for individual student needs. Student successes and upcoming activities are promoted to the wider school community through a newsletter, the school website, and ‘Jimbursts’ posts to social media.