Jinibara State School

School review executive summary

About the school

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

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	653
Indigenous enrolments	8%
Students with disability	24.6%
Index of Community Socio-Educational Advantage (ICSEA) value	976

About the review

3 reviewers from 24 to 26 October 2023

187 participants

44 school staff

94 students

36 parents and carers

13 community members and stakeholders

Key improvement strategies

Domain 8: Implementing effective pedagogical practices

Collaboratively refine agreed approaches to the teaching of reading through the AC to embed consistent practices across the school.

Domain 5: Building an expert teaching team

Further refine the co-teaching model to enhance opportunities for teachers to share effective practices and provide optimal support for all students.

Domain 8: Implementing effective pedagogical practices

Strengthen teacher understanding and use of digital technologies, through coaching and mentoring, to broaden the range of digital pedagogies to support teaching and learning.

Domain 3: Promoting a culture of learning

Expand the use of a range of strategies that support teaching and learning for students with complex needs, including students with a trauma background, to maximise positive engagement in all school environments.

Key affirmations

Leaders place a high priority on providing quality professional learning through participation in the Critical Friends Network (CFN).

Teachers welcome the opportunity to attend multiple sites and host colleagues from the CFN. They explain that the CFN provides them with opportunities to showcase their own practices and to learn from colleagues beyond the school. Walks and Talks within a collegial engagement framework are highly valued by staff and contribute to a culture of continuous professional learning.

Teachers and leaders articulate they highly value the comprehensive and supportive curriculum planning processes.

Teachers describe embedded school-wide processes for curriculum planning, delivery and moderation. Teachers participate in comprehensive internal and external moderation practices including pre-moderation, formative monitoring tasks, comparisons of students work and end point folio moderation. They express that these processes are deepening their understanding of the Australian Curriculum (AC) achievement standards and building their capability in making consistent judgements about student work.

Teachers exhibit strong data literacy skills that support the development of next steps in teaching and learning.

Teachers share their knowledge of a range of data sets and processes to analyse the learning and engagement needs of students. They explain that data analysis and discussion is embedded in the range of meeting practices. Teachers further articulate that Professional Development (PD) is provided on how to unpack various data sets and identify areas of need as well as starting points for learning.

Leaders collaboratively support staff members on an inclusive education journey.

Inclusive practices are characterised by a notion of shared ownership of students with a wide range of needs, a whole-school provision of support within the classroom, and a belief that all students can learn. Teachers use a range of evidence to establish where students are in their learning and use this as a starting point for differentiating their teaching. A case management process, focussing on marker students is in place to track individual student learning.

Queensland Government