

Bouldercombe 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

We acknowledge the shared lands of the Darumbal nation and the Darumbal people of the Darumbal language region.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	78
Indigenous enrolments	19.2%
Students with disability	14.1%
Index of Community Socio-Educational Advantage (ICSEA) value	947

About the review

 2 reviewers from 13 to 14 August 2024	 54 participants	 10 school staff
 27 students	 14 parents and carers	 3 community members and stakeholders

Key improvement strategies

Domain 8: Implementing effective pedagogical practices
Collaboratively develop a shared language and understanding of effective pedagogies to enable teachers to collaboratively determine appropriate pedagogies at the planning stage.

Domain 6: Leading systematic curriculum implementation
Prioritise professional learning for teachers to collaboratively plan at school and cluster levels to grow a shared knowledge and understanding of the Australian Curriculum (AC).

Strengthen moderation processes within the teaching and learning sequence to align planning, teaching and assessment and support consistency of teacher judgements.

Domain 1: Driving an explicit improvement agenda
Sharpen measurable outcome targets, aligned to school priorities and with cycles of review, to monitor Annual Implementation Plan (AIP) strategies and evaluate their impact on student outcomes.

Domain 3: Promoting a culture of learning
Collaboratively identify shared values and beliefs for a whole-school approach to learning to enhance a culture focused on student engagement and inclusion.

Key affirmations



Staff highlight a ‘student centred’ approach to maintaining a positive school culture.

Staff talk about the strong belief that all students can succeed. They prioritise getting to know them as individuals and building strong relationships as the foundation for success. Staff comment on the collective responsibility for ensuring they are meeting the learning, and social and emotional needs of students. They express ‘they are all our kids’. Parents speak of a culture where ‘everyone is looked after’. They highlight the support given to all students.



Staff describe the collegial nature of the school.

Staff describe a positive workplace and a strong sense of trust that supports staff wellbeing. The principal emphasises the value that each staff member contributes to support student learning and engagement. Staff comment their voice is valued. Staff describe a shared sense of purpose and a strong connectedness with colleagues.



Teaching staff speak of a collective responsibility for analysing and responding to data.

The principal references a data-informed approach to school improvement. They emphasise that data informs school-level decisions, interventions and initiatives. Teachers discuss using a range of data to understand their students and establish starting points for learning. They talk about regular data conversations underpinned by the view that all students can be successful in their learning.



The literacy priority is enacted through a student-focused, whole-school approach to teaching and learning.

Staff comment that the current focus of literacy practice through Systematic Synthetic Phonics (SSP) is the right work and they see positive results. Teachers and teacher aides value the tracking of student progress in literacy to adjust teaching to meet needs of all learners. Teachers highlight the importance of the literacy program for students to confidently access the AC.