

Bli Bli State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews (RSI) through community consultation.







Acknowledgement of Country

Bli Bli State School recognises the Traditional Custodians of the land on which the school is built, the Gubbi Gubbi people, and their continuing connection to the land, sky and sea. We pay respect to their Elders past and present.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	615
Aboriginal students and Torres Strait Islander students	8.3%
Students with disability	20.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1014

About the review

 3 reviewers from 19 to 20 August 2025	 13 staff and student forums	 42 school staff
 72 students	 11 parents and carers	 9 community members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and RSI validation.

Domain 1: Driving an explicit improvement agenda

Sharpen instructional leadership practices, focusing on supportive supervision and line of sight into classrooms, to promote effective curriculum implementation and a positive learning environment.

Domain 6: Leading systematic curriculum implementation

Strengthen teachers' knowledge and skills in collaborative unit planning processes to consistently incorporate the explicit teaching of reading through the Australian Curriculum (AC).

Domain 7: Differentiating teaching and learning

Broaden staff capability in differentiating teaching and learning to ensure all students are appropriately engaged, challenged and extended in their learning, including highly capable students.

Domain 3: Promoting a culture of learning

Review the Student Code of Conduct, with key stakeholders, to provide clarity and consistency in follow-up responses and communication of the whole-school approach for supporting student behaviour.

Domain 4: Targeting school resources

Prioritise resourcing of digital infrastructure, devices and professional learning to ensure streamlined communication and enhanced use of digitally enhanced pedagogies for differentiated teaching and learning.

Key affirmations



The leadership team speak of being united by aspirations to create 'a modern school for a modern world' for students.

Leaders convey a shared commitment to support teachers to deliver engaging learning experiences and make a positive difference for their students. Parents praise the supportive efforts of their child's teacher. The 2024 School Opinion Survey indicates 98.9% of parents agree with the statement 'Teachers at this school expect my child to do their best'. Students comment that 'teachers put a lot of effort into making learning meaningful and fun'.



Teachers speak appreciatively about how expert leaders quality assure their curriculum planning to support them to confidently deliver the AC.

Leaders describe working with teachers to ensure the alignment between curriculum, teaching, assessment, and reporting is informed by system requirements and Curriculum Gateway resources. Teachers highly value the whole day they are provided to plan units with colleagues and leaders from each year level. Leaders speak of how they work with teachers to refine and develop contextualised curriculum meaningfully adapted to the local context and student interests. Teachers appreciate being able to confer with leaders about enhancing learning experiences.



Staff praise their supportive teams and how well they work with both colleagues and leaders, professionally and personally.

Staff emphasise one of the best things about working at the school is 'my team' and the wider staff team. They value how leaders and colleagues support their workplace and personal wellbeing. Leaders promote a 'grassroots approach' for decision-making, ensuring strategies are in place to develop staff expertise and leadership responsibilities. Staff teams value the informal and formal mentoring, coaching and peer observation opportunities. Teachers appreciate accessing professional learning to expand their disciplinary knowledge and deepen their understanding of how students learn.



School community members express pride and a strong sense of shared responsibility for upholding the school's values.

Staff, parents and community representatives praise the 'vibe' of the school. They highlight a culture of trust, collaboration and mutual respect. Students express they enjoy the school's 'community feel'. Leaders and staff highlight the dedicated Parents and Citizens' Association who successfully self-manage key services for the school. Community representatives speak positively about the school regularly contributing to local area events. Leaders highlight how partnerships cultivated with community organisations, business groups and early learning centres enrich learning opportunities for students to thrive and reach their full potential.



Students describe their school as friendly and welcoming, with caring teachers who prioritise positive relationships.

Staff encourage strong, lasting relationships that support students in achieving academic success while fostering belonging and wellbeing. Students praise their teachers for 'being there for them' and highlight the many break time Kids Clubs they can join. Community members, parents, teachers and students speak highly of the biannual school musical and sporting activities. Students comment they enjoy opportunities to showcase their talents in the local area and beyond. Various specialist support staff outline activities they offer to promote kindness and social emotional wellbeing which are valued by students.