

Blackall State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Blackall State School** from **28 to 30 March 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Jo Soothill	Peer reviewer
Tony McGruther	External reviewer



1.2 School context

Location:	Corner of Hawthorne and Shamrock Streets, Blackall
Education region:	Central Queensland Region
Year opened:	1877
Year levels:	Prep to Year 12
Enrolment:	118
Indigenous enrolment percentage:	16 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	921
Year principal appointed:	Semester 2, 2016
Full-time equivalent staff:	12
Significant partner schools:	nil
Significant community partnerships:	Adopt-a-cop, School-based nurse, Blackall-Tambo Regional Council
Significant school programs:	The Red Truck Trade Training Centre, You Can Do IT! (YCDI), Positive Behaviour for Learning (PBL), Blue Dog Registered Training Organisation (RTO), Chaplaincy Breakfast Club



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department (HOD) - Curriculum, Support Teacher Literacy and Numeracy (STLaN), guidance officer, 11 teachers, Business Services Manager (BSM), three teacher aides, two administration officers, schools officer, four student leaders and 19 students.

Community and business groups:

- Parents and Citizens' Association (P&C) vice-president, secretary and nine parents.

Government and departmental representatives:

- Mayor and Councillor of Blackall-Tambo Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	School Data Profile (October 2016)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	Professional development plans
Responsible Behaviour Plan	School newsletters and website
Curriculum, assessment and reporting framework – draft, in progress	School Opinion Survey



2. Executive summary

2.1 Key findings

The tone of the school reflects a clear commitment to purposeful, successful learning.

Teachers clearly exhibit confidence in the teaching abilities of their colleagues. Students report high levels of satisfaction with the encouragement and feedback provided regarding their achievement and progress. They articulate that the school is a safe and conducive place for learning.

The principal has established a broad Explicit Improvement Agenda (EIA) for the school.

The EIA is focused on improving the culture for learning, development of the whole-school curriculum and assessment plan and differentiated teaching and learning. Staff members and parents know that culture is a focus. Percentage targets for improvement are documented in the Annual Implementation Plan (AIP). The extent to which these targets are known by parents and community members or actioned by teachers is not yet clear.

There are documented roles and responsibilities for each school leader.

The roles and responsibilities include operational, teaching and learning foci. The roles of school leaders in driving the EIA are yet to be clarified. Detailed accountabilities and timelines are yet to be included to guide individual school leader actions.

Classrooms are orderly and behavioural incidents are effectively managed.

Positive Behaviour for Learning (PBL) is in the first stages of implementation in pursuit of consistent expectations, clear processes and regular data captures to track and monitor the development of positive student behaviour. The school has undertaken Professional Development (PD) in the You Can Do IT! (YCDI) social emotional skills development program and is yet to fully implement the processes. A collective professional culture amongst staff members is not yet clearly apparent.

The school is documenting, with regional support, a whole-school curriculum plan that is aligned to the Australian Curriculum (AC) in Years P-10.

Processes to ensure that the planned curriculum is enacted in every classroom are yet to be developed. Some teachers express the desire to have feedback regarding the quality of the planned and enacted curriculum. Regular opportunities for professional dialogue regarding student data, unit plans, curriculum delivery and moderation of assessment tasks are yet to be provided.



The community holds high expectations for the role of the school and its active involvement in school/community events.

Community members acknowledge the role that a number of teaching staff members take in such events above and beyond their core teaching responsibilities. The visibility and participation of key staff members in such events are identified by the community as a significant contributor to community confidence in the school.



2.2 Key improvement strategies

Narrow and sharpen the EIA to create a shared focus Prep to Year 12.

Collaboratively review roles and responsibilities to include accountabilities and timelines for key personnel in driving the improvement agenda.

Implement the values and norms that guide all behaviour in the school and enact these through PBL, the YCDI program and during professional interactions.

Develop structures and processes that ensure teachers regularly engage in quality professional dialogue regarding student data, curriculum planning, delivery and moderation of assessment across year levels and subjects.