

# Blackall State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Blackall State School** from **31 August** to **2 September 2020**.

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 implement in consultation with its regional office and school community.

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

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

### 1.1 Review team

Alan Smith

Internal reviewer, EIB (review chair)

Andrew Helton

Senior reviewer



## 1.2 School context

<b>Location:</b>	Corner Hawthorne and Shamrock Streets, Blackall	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 12	
<b>Enrolment:</b>	104	
<b>Indigenous enrolment percentage:</b>	10.47 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	36 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	915	
<b>Year principal appointed:</b>	2019	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department (HOD), guidance officer, seven teachers, Business Manager (BM), eight teacher aides, chaplain, two cleaners, administration officer, facilities officer, school crossing supervisor, Parents and Citizens' Association (P&C) president, 12 parents and 30 students.

Community and business groups:

- Red Ridge Interior Queensland Ltd representative, Returned and Services League of Australia (RSL) Blackall Sub Branch Women's Auxiliary representative, Blackall New Beginnings Church pastor and Blackall Queensland Police Service (QPS) Adopt-a-Cop.

Partner schools and other educational providers:

- Emerald Centre for Leadership and Wellbeing (CLAW) lead principal, Longreach CLAW satellite coordinator, cluster Head of Special Education Services (HOSES) and Winton State School principal.

Government and departmental representatives:

- Blackall-Tambo Regional Council mayor, Blackall-Tambo Regional Council youth officer, Blackall-Tambo Regional Council sports development officer and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School pedagogical framework
Investing for Success 2020	Strategic Plan 2018-2021
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School Data Collection Schedule	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	School based Teaching and Learning Handbook



## 2. Executive summary

### 2.1 Key findings

**‘Blackall State School – Where a community comes together’ is the school’s catchcry.**

This catchcry guides school leaders and staff members in ensuring the school is moving closer to the community in partnering with school community members, local businesses and community groups to enhance student learning and wellbeing.

**Raising the school’s profile within the community is viewed as a priority.**

The principal has worked to know and understand the community. Attendance at a significant range of community events is appreciated by community leaders and groups and is building bridges to renew partnerships across the district.

**Members of the current leadership team articulate a desire to lead the school in the longer term.**

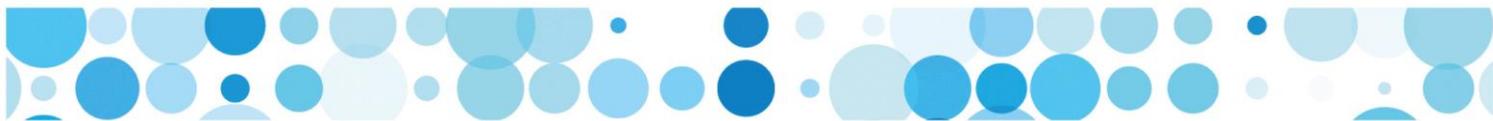
Leaders are committed to working with all members of the teaching team to support their journey of continuous professional improvement. The importance of ensuring alignment and clear roles, responsibilities and accountabilities between existing and returning leaders is recognised as vital to building consistency of expectations and practices across the school.

**The principal and staff members are committed to improving learning outcomes for all students.**

School leaders are united and are establishing a caring and positive learning culture, focused on supporting every individual student’s needs. The principal articulates high expectations for learning, behaviour, engagement and attendance. The principal indicates that the ‘Culture of Inclusion’ is the phrase that is guiding the strategic direction and development of the school in 2020. Teachers are yet to articulate a consistent understanding of this key phrase.

**Leaders are working with classroom teachers to build an understanding of the need to tailor their teaching to individual student needs and readiness.**

The mantra of *‘know your students’* is beginning to be part of the nature of teaching across the school. Members of the teaching team including teachers, teacher aides and visiting support personnel work together to know and understand students. The need to narrow and refine existing differentiation practices to ensure high levels of teacher understanding and strategy use is acknowledged by school leaders.



**School leaders and members of the teaching staff articulate the belief that data analysis regarding student outcomes is vital in improving student achievement.**

Members of the teaching team express a desire to improve their data literacy skills to play their part in providing opportunities to inform teaching strategies and growth across both sectors of the school.

**Many staff members identify an improved workplace culture in 2020.**

Staff acknowledge the importance of a united whole-school approach in establishing and embedding strong curriculum and pedagogy practices at the school, leading to improved learning outcomes for all students. They acknowledge the need for positive and respectful communication and interactions.

**Staff members are focused on providing a safe and supportive environment for all students.**

Students articulate that they are cared for and supported in their learning and wellbeing. Staff members indicate that extensive time was devoted in Term 2 to reaffirming commitment to Positive Behaviour for Learning (PBL), and reviewing and refining processes and procedures associated with the implementation of PBL. Many staff members indicate that PBL is having a positive effect on student behaviour in 2020, and express optimism regarding future improvements possible through improved consistency by all staff.

**School leaders are committed to utilising available financial, human and physical resources to support teaching and learning at the school.**

They give a high priority to understanding the learning and wellbeing needs of all students. The school campus is well maintained and conducive to supporting a calm and orderly learning environment.

**The school articulates high expectations of all teachers.**

Teachers acknowledge the value of a continuing focus on teaching practice to improve learning outcomes for students. The principal is supporting staff to continually refine their teaching practices, emphasising the importance of appropriately sequencing teaching and learning, in addition to selecting pedagogy that engages all students.



## 2.2 Key improvement strategies

Define and develop an Explicit Improvement Agenda (EIA) to reflect the guiding direction of a 'Culture of Inclusion' across the school to promote increased clarity, consistency and sustainability of inclusive practices.

Narrow and refine practices and approaches to ensure high levels of teacher understanding to embed the use of appropriate differentiation strategies.

Further build the data literacy skills of teaching staff to continue to enhance the capacity and confidence of staff members to monitor all students' progress, identify next stages for teaching and reflect on the effectiveness of their teaching practice.

Collaboratively strengthen and continually foster a school-wide culture of collegiality to build a cohesive team through positive and professional interactions.

Strengthen staff member understanding of and commitment to implementing PBL with fidelity to promote consistency of practice across Prep to Year 12.