

Blackbutt State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Blackbutt State School** from **13 to 15 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 school 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Tracey-Ann Douglas	Peer reviewer
David Aisbett	External reviewer



1.2 School context

Location:	Crofton Street, Blackbutt
Education region:	Darling Downs South West Region
Year opened:	1896
Year levels:	Prep to Year 6
Enrolment:	160
Indigenous enrolment percentage:	4.2 per cent
Students with disability enrolment percentage:	6.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	938
Year principal appointed:	2016 (Term 3)
Full-time equivalent staff:	9
Significant partner schools:	Benarkin State School, Yarraman State School, Nanango State School, Cooyar State School, Tanduringie State School, Nanango State High School
Significant community partnerships:	Guppy's Early Childcare Centre, Crèche and Kindergarten (C&K) Early Childcare Centre, Bunya Nut Café, Archie Muir Bursary, Kingaroy South Cluster
Significant school programs:	KidsMatter program, Buzz Buttons reward program, Booster program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), inclusion teacher, Speech Language Pathologist (SLP), Kids Matter coach, guidance officer, Information and Communication Technology (ICT) technician, eight teachers, eight teacher aides, three administration officers, two cleaners, two grounds officers, 34 students and 33 parents.

Community and business groups:

- Police sergeant, manager of Archie Muir Trust and director of childcare centre

Partner schools and other educational providers:

- Three cluster principals

Government and departmental representatives:

- Local councillor, infrastructure manager of Darling Downs South West Region and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	2017 School Direction
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2106)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
Student report cards	Details of student adjustments overview
School pedagogical framework	Professional development plans
School data plan	School newsletters, website and Facebook
Responsible Behaviour Plan	School Opinion Survey
Curriculum and assessment overview	School reading framework
Personalised learning improvement plans	Teacher observation checklist for reading rotations



2. Executive summary

2.1 Key findings

The school projects a positive culture with a caring, orderly learning environment and respectful relationships between staff, students and community members.

There is a strong sense of pride in the school. This is apparent in the attractive and welcoming school grounds, gardens, school foyer and library and the conversations between parents, students and staff members.

Staff members demonstrate an understanding of the importance of positive and caring relationships.

The school's staff members work to build mutually respectful relationships across the school community. Parents are welcomed into the school and are partners in their child's learning. Parents express high satisfaction rates with the availability of staff members and the care they afford students.

The school leadership team and staff are committed to improving student learning outcomes and have established priority areas for improvement.

All staff members are aware of the school's priority agenda. Clarity regarding the impact the strategies and actions will have on their classroom practice and improving student learning outcomes is not as apparent. Complete alignment of the priority areas identified in the school documentation and the current focus areas in classrooms is not yet fully established.

Teaching staff members have a shared commitment to the improvement of pedagogy.

Teachers indicate an openness for collegial and administration observation and feedback, and observations of their colleagues. There is a formal process for teacher observation and feedback regarding reading across the school. Modelling, observation, coaching and feedback are in the beginning stages.

There are some processes established to support the sequenced implementation of the school curriculum with teachers describing support from the HOC and informal collegial planning sessions.

School leaders are aware of the need to provide further opportunity for teachers to collaboratively plan and discuss the Australian Curriculum (AC) and school unit plans. Processes for monitoring the enacted curriculum and evaluating the effectiveness of curriculum unit implementation are yet to be developed.

Teachers work at understanding where students are at in their learning.

Teachers work at understanding where students are at in their learning and consider content, process, product and learning environment when designing classroom activities. Teachers' skills in engaging, challenging and extending all students in learning are variable.



External moderation between cluster schools occurs twice a semester.

The principal is aware of the need for and plans to introduce internal moderation during sector meetings to strengthen the continuity and progression of learning across year levels.

The school is a focal point within the Blackbutt community and has built strong links with local businesses, community agencies and other schools within the district.

The school actively seeks ways to strengthen partnerships for mutual benefit and to support student learning and wellbeing.

The school is well regarded by the local community and parents.

This is demonstrated by the range of positive and encouraging comments from parents, the local government representative, police and neighbouring principals.



2.2 Key improvement strategies

Narrow and sharpen the school improvement agenda to enable classroom teachers the opportunity to embed agreed strategies and teaching practices; include timelines for actions and targets for improvement.

Continue to strengthen staff and leadership team capability in the delivery of priority areas through modelling, coaching and feedback cycles and targeted Professional Development (PD).

Develop school processes for teachers to collaboratively plan and review curriculum units and monitor the effectiveness of the implementation of units.

Further support classroom teachers in planning differentiated learning experiences for all students to ensure they are appropriately engaged, challenged and extended.

Introduce internal moderation processes to support the vertical alignment of school curriculum and the strengthening of teacher judgements regarding student learning.