

# Blackbutt 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

Blackbutt State School acknowledges the lands of the Wakka Wakka. We respect and honour Aboriginal and Torres Strait Islander Elders past, present and future. We acknowledge the stories, traditions and living cultures on this Wakka Wakka land on which we stand today and commit to building a brighter future together.

### About the school

Education region	Darling Downs South West (DDSW)
Year levels	Prep to Year 6
Enrolment	102
Aboriginal students and Torres Strait Islander students	13.6%
Students with disability	11.7%
Index of Community Socio-Educational Advantage (ICSEA) value	928

### About the review

 2 reviewers from 20 to 22 May 2025	 69 participants	 20 school staff
 28 students	 14 parents and carers	 7 community members and stakeholders

### Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**  
Systematically enact internal and external moderation processes to develop teachers' confidence with the curriculum, monitor students' learning progress and confirm teacher judgements.

**Domain 3: Promoting a culture of learning**  
Collaboratively develop the Student Code of Conduct with the school community to communicate, clarify and implement a consistent whole-school approach for supporting and managing student behaviour and wellbeing.

**Domain 8: Implementing effective pedagogical practices**  
Implement collaborative opportunities for developing a shared understanding of the 3 principals of pedagogy to support the selection of effective, evidence-informed teaching strategies.

**Domain 9: Building school-community partnerships**  
Investigate opportunities for revitalising and establishing school-based community events to build positive relationships between the school and families and engage parents as partners in their child's education.

### Key affirmations



**Staff articulate a strong sense of collegiality across the school and value colleagues' and the principals' professional support in improving their practice.**

Staff describe a strong collegial culture characterised by mutual trust as a significant strength of the school. They convey the collaboration between teaching and non-teaching staff is highly valued, describing opportunities to work together and learn from each other's practice in classroom problem-solving meetings. They describe the support and respect from the principal. Staff highlight how collegiality supports their professional practice and personal wellbeing.



**Leaders and staff speak of how their shared commitment supports improvement in student learning outcomes.**

The principal and staff articulate they are united and committed to improving outcomes for students. They talk about how they support students to improve their reading, how Structured Synthetic Phonics resources are used, and how progress is monitored. The principal emphasises they collaborate with staff to contribute to improving student reading. The principal and teachers highlight how teacher aides deliver targeted reading interventions, informed by diagnostic data sets, to support student learning. They describe teacher aides as an indispensable resource in providing individualised differentiated learning.



**Parents emphasise they appreciate the effective communication from the school and describe how it keeps them informed and updated.**

Parents describe the principal and staff as welcoming and approachable in their communication. The principal and staff comment that families are viewed as integral members of the school community. They describe how they use different forms of communication to update families regarding events, student successes, student learning aligned with school priorities, school processes and important parent information. Parents emphasise they value the effective communication from the principal and how it informs them of school events, initiatives and operations.



**Staff and community members highlight the school has proudly served the Blackbutt community since 1896 and how they are committed to its further development.**

Staff and community members describe a sense of pride in their 'small school'. Staff, parents and students comment the school has well-maintained grounds and gardens that provide engaging learning and play spaces. They refer to playgrounds, an undercover multipurpose building, a resurfaced sports court and a swimming pool. Many staff and community members convey they have extended connections to the school, describing its rich heritage and history in the community.