

Blackbutt 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 **Blackbutt State School** from **16 to 18 August 2021**.

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.

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

1.1 Review team

Christine Dolley

Internal reviewer, EIB (review chair)

Yvonne Watt

Peer reviewer



1.2 School context

Location:	Crofton Street, Blackbutt	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	121	
Indigenous enrolment percentage:	7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	14.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	928	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, curriculum leader, two inclusion teachers, two Business Managers (BM), eight teachers, eight teacher aides, two cleaners, schools officer – grounds and facilities, 10 parents and 34 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, secretary, treasurer, tuckshop and breakfast club convenor, and Scripture Union (SU) Queensland chaplain.

Partner schools and other educational providers:

- Linville State School principal, Yarraman P-9 State School principal, Conondale State School principal, Guppy's Early Learning Centre director and C&K Blackbutt Community Kindergarten director.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Vision Statement 2019-2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	Professional development plans
2021 Pedagogical Approaches	School newsletters and website
School Data Plan	Student Code of Conduct
School Opinion Survey 2019	Reading Framework
Writing Framework	Collegial Framework
Personalised Learning Improvement Plans	Whole school curriculum, assessment and reporting plan



2. Executive summary

2.1 Key findings

The leadership team details efforts to create a more inclusive and positive culture that promotes learning through the introduction of Avo (Avocado) Learning Super Heroes.

The annual Blackbutt Avocado Festival provides recognition of the local context as a basis for these super heroes. This initiative is integral to making learning visible for students. The six characters are 'Avo Brave, Avo Care, Avo Try, Avo Focus, Avo Think and Avo Ready'. These characters were created through the collation of student responses to the question in relation to what it takes to be a successful learner. The images used for each Avo Super Hero were drawn by the students themselves. Characteristics are developed for each Super Hero and shared by student leaders during fortnightly parades to encourage everyone to be more like the identified Super Hero that is the current focus.

School leaders articulate that 'Be You' equips educators to support the mental health and wellbeing of children and young people.

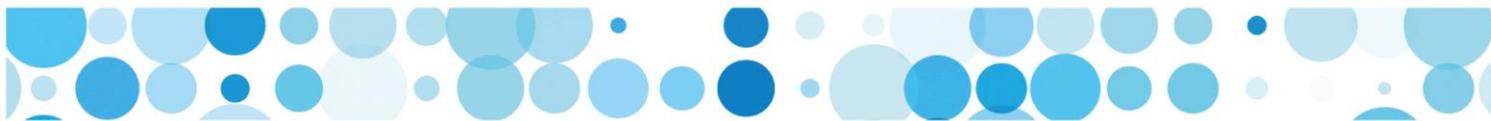
The school has transitioned to Be You, the national mental health in education initiative. The leadership team further indicates that the school has embraced this framework and that it is central to the Student Code of Conduct and social and emotional programs delivered at the school. The Be You committee meetings examine current behaviour data, downloaded from OneSchool, and discuss the weekly behaviour and Buzz Button reward focus areas. Staff wellbeing activities, the student council report, playground duty issues, and classroom support form discussion points during these meetings.

The principal, staff, parents, community members and students express the importance of positive, caring relationships in the maintenance of a considerate and cooperative environment, encouraging students to reach their full potential.

The principal articulates the belief that through intentional professional collaboration and teamwork, with staff members working together with parents and carers, every child is encouraged to achieve at least one year of learning growth for every year at school. A staff wellbeing needs assessment survey provides opportunities for staff members to reflect on their wellbeing. Responses are collated for consideration to provide support to address individual needs. School leaders recognise the importance of collaboratively developing strategies to enhance and embed a strong collegial school culture of mutual support and trust amongst all staff members.

A comprehensive coaching and feedback program has been developed, and approved by the Local Consultative Committee (LCC).

Staff members acknowledge the importance of these focused observation and feedback opportunities to drive student improvement. School leaders express the intent to collaboratively review the implementation of collegial engagement processes to differentiate ongoing individual observation, feedback, mentoring and coaching processes to meet the needs of all teaching staff, including teacher aides. Classroom routines and transitions



include explicit teaching with the use of warm ups accompanied by learning intentions and success criteria, and closing procedures to check for understanding. The behaviour management systems with behaviour charts and Buzz Button rewards, and an organised program for instruction to teacher aides, are considered for feedback to each teacher.

The school's moderation schedule contained within the Curriculum, Assessment and Reporting Plan (CARP) indicates that internal moderation occurs every term at staff meetings.

Processes described by staff members include the sharing of samples of teacher planning for discussion at dedicated meetings. External moderation occurs with the Kingaroy South cluster and the Timbertown schools mini-cluster. Some teachers articulate the value of this mini-cluster moderation process. The Timbertown schools' pre-moderation process consists of discussion of conditions of assessment, adjustments to meet the needs of all learners, and the use of cognitive verbs to differentiate between an 'A', 'B' and 'C' standard. An intent is expressed to collaboratively develop further opportunities to enhance and embed the four phases of moderation, internally and with like schools, for fidelity and rigour in the allocation of Levels of Achievement (LOA).

The school has a clearly articulated Pedagogical Approaches document.

This document reflects the core principles of the Darling Downs South West (DDSW) Charter for Success, the Blackbutt State School Charter for Improvement and 2018–2021 Strategic Plan. Members of the leadership team have expressed an interest in making themselves available for modelling effective teaching practices to staff. Staff members are invited to share effective teaching practices at staff meetings throughout the term. Staff are encouraged by the leadership team to choose the most effective pedagogical practice to utilise based on learning outcomes and student need. Staff articulate appreciation for being able to use their professional judgement in this way.

Playground Activity Leaders in Schools (PALS) has been initiated to encourage all students to participate in activities regardless of their gender, size or ability.

The program aims to decrease conflict and reduce instances of bullying, increase physical activity, and provide leadership opportunities for students. The PALS complete training and participate in regular meetings. Senior students commit to being a PAL for three break times each week and wear a 'high vis' vest at these times. Activities thus far include a teddy bears' picnic, reading and drawing with a PAL in the hall, colouring-in activities and a Blackbutt's Got Talent, led by the PALS. These activities encapsulate an understanding of the importance of positive and caring relationships for successful learning and the need to build mutual respect.

Personalised Learning Improvement Plans (PLIP) outline each student's strengths and interests and targets for improvement in reading, writing and numeracy that align with the literacy continuum clusters.

Staff members articulate that each student is capable of learning when provided with the appropriate supports. Teachers support the use of PLIPs to support the learning of all



students, with staff expressing that they are purposeful documents. PLIPs align with the Nationally Consistent Collection of Data on School Students with Disability (NCCD) adjustments, and Hattie's high impact strategies in alignment with the pedagogical framework. Every student has a PLIP completed for them. PLIPs are updated each term with new goals and are used as a basis for parent teacher Interviews. The PLIP process has been awarded regional commendations in the Showcase for Excellence in Schools Awards.



2.2 Key improvement strategies

Collaboratively develop strategies to enhance and embed a strong collegial school culture of mutual support and trust amongst all staff members.

Collaboratively review the implementation of collegial engagement processes to differentiate ongoing individual observation, feedback, mentoring and coaching processes to meet the needs of all teaching staff.

Collaboratively develop further opportunities to enhance and embed the four phases of moderation internally and with like schools for fidelity and rigour in the allocation of LOAs.

Collaboratively enhance practices for observation, feedback and coaching cycles to embed effective pedagogical practices for optimal student engagement.