

Blenheim State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Blenheim State School** from **23 to 24 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#).

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

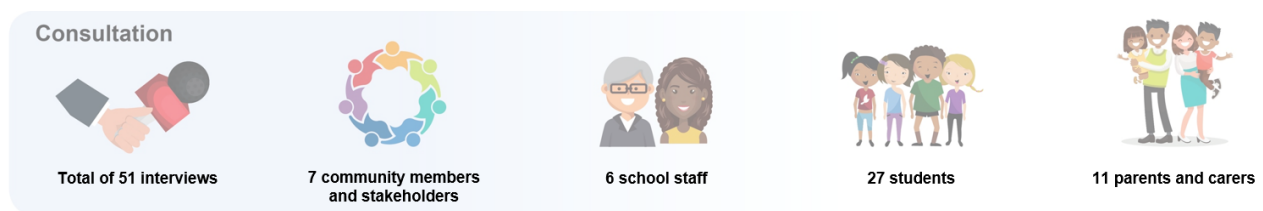
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Keith Graham	Internal reviewer, SRR (review chair)
Darren Sengstock	Internal reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Yuggera nation and the Ugarapul and Yuggera people of the Yuggera language region.
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	48 students
Indigenous enrolment percentage:	8%
Students with disability percentage:	4%
Index of Community Socio-Educational Advantage (ICSEA) value:	947

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **4 to 5 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 955 and the school enrolment was 67 with an Indigenous enrolment of 4% and a student with disability enrolment of 3%.

The key improvement strategies recommended in the review are listed below.

- Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all school leaders and ensure these are effectively communicated to, and understood by, all staff. (Domain 1)
- Facilitate the deeper discussions of student achievement data, through case management, to strengthen teachers' data literacy to identify starting points for teaching and to inform differentiated teaching practices. (Domain 2)
- Build on the school planning practices within and beyond the school, to enable staff to participate in rigorous and ongoing conversations regarding the best ways to maximise and challenge student learning. (Domain 6)
- Investigate ways to build teacher knowledge and understanding of the use of learning walls to allow students to become assessment literate learners. (Domain 6)

2. Executive summary

2.1 Key affirmations

A collegial and united staff team that is committed to students.

Staff describe their team as a 'village' who work together to educate their students. They share responsibility for student learning, engagement and wellbeing outcomes. Staff speak highly of each other and a strong collegial culture exists across the school. Staff are committed to supporting students' learning.

Teachers know their students through tracking data aligned to the Australian Curriculum (AC).

The principal and staff articulate a clear commitment to their students' academic progress, wellbeing and engagement. They identify the analysis and discussion of data as a high-impact strategy for student achievement. Each student has an individual profile portfolio that is used to track Level of Achievement (LOA) data in five learning areas of the AC. Staff describe using the profiles to identify gaps in student learning, inform elements of teaching and foster consistency in LOA judgements.

Student behaviour and conduct are seen by staff as positive aspects of the school.

Staff express enjoyment for working at the school and often describe student behaviour as a positive aspect of their work environment. The prevailing culture of students is to do the right thing. Positive interactions between staff and students, in conjunction with clear expectations, provide a constructive learning culture. Students are described by staff and visitors as displaying high standards of behaviour, and being polite and friendly.

Extensive curriculum offerings provide a range of opportunities for students.

The principal speaks of a holistic approach to the curriculum, ensuring a range of co- and extracurricular activities are provided. The principal articulates a passionate belief that even though the school is small, students have the same opportunities as those in larger schools. Students describe the curriculum as interesting and engaging. They speak excitedly of sports, camps, excursions and the range of extension and curriculum opportunities they undertake.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery.

Establish Quality Assurance (QA) processes, including moderation, that aligns curriculum, assessment and teaching to support teachers and ensure the intended curriculum is the enacted classroom curriculum.

Domain 8: Effective pedagogical practices.

Collaboratively identify the school's pedagogical approaches and document these to provide consistency across the school and guidance for staff.

Collaboratively develop processes for Professional Development (PD), coaching, feedback and learning opportunities to support staff to effectively implement the agreed pedagogical approaches, particularly in reference to the improvement priorities.

Domain 2: Analysis and discussion of data.

Develop a school data plan, including a formal data meeting schedule, to ensure a systematic and routine approach to using data to inform curriculum, teaching and learning.

Domain 3: A culture that promotes learning.

Develop a wellbeing framework to promote a positive, supportive and healthy school environment for students and staff.