

# Bli Bli 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 **Bli Bli State School** from **7 to 9 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 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Phil McLucas	Internal reviewer, SIU (review chair)
Mandy Whybird	Peer reviewer
Tony McGruther	External reviewer



## 1.2 School context

<b>Location:</b>	School Road, Bli Bli
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1901
<b>Year levels:</b>	Prep to Year 6
<b>Student Enrolment:</b>	604
<b>Indigenous enrolment percentage:</b>	4.9 per cent
<b>Students with disability enrolment percentage:</b>	4.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1004
<b>Year principal appointed:</b>	2014
<b>Full-time equivalent staff:</b>	36
<b>Significant partner schools:</b>	Maroochydore State High School, Nambour State College, Mountain Creek State School
<b>Significant community partnerships:</b>	White's IGA, Halycon and Edgewater Retirement Villages, Ray White Bli Bli, Playgroup Queensland
<b>Significant school programs:</b>	Oral language, AusIDentities, community volunteer program, Buzzy Bees playgroup, school musical, student leadership program, kids club, explicit training – teacher aides, parents, volunteers, kindy to Prep transition



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), two curriculum coaches, behaviour coach, guidance officer, Business Services Manager (BSM), administrative officer, chaplain, playgroup coordinator, five teacher aides, Parents and Citizens' Association (P&C) president, treasurer and secretary, 19 parents, 22 students, behaviour support teacher, Support Teacher Literacy and Numeracy (STLaN), 25 teachers and Outside School Hours Care (OSHC) coordinator.

Community and business groups:

- IGA representative, Ray White Manager and Sunshine Coast Councillor.

Partner schools and other educational providers:

- Principal of Mountain Creek State School and Principal of Maroochydore State High School.

Government and departmental representatives:

- State Member of Parliament and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 2 2016)	School Data Profile 2016
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan
School Opinion Survey	Professional development plans
Bli Bli Standardised Assessment Overview	School newsletters, year level newsletters and website
Curriculum, assessment and reporting framework	'The Buzz about Learning' pedagogical framework



## 2. Executive summary

### 2.1 Key findings

**Staff members, parents and students speak sincerely of the positive relationships, mutual respect and trust that exists between staff members and the students.**

The school's values of '*Commitment, Creativity, Character and Community*' encapsulates an environment that has high expectations for all students to learn successfully. Parents feel welcomed in the school and confident their children are receiving a good education.

**Staff members understand the importance of positive and caring relationships within a safe and orderly environment.**

The school Responsible Behaviour Plan for Students (RBPS) outlines the high standards of behaviour expected in the school. Positive Behaviour for Learning (PBL) frames a consistent school-wide approach for encouraging positive interactions between students, peers and staff and engaging students in their learning. The PBL team drive and monitor school strategies and initiatives through data gathering, developing a weekly school focus and providing professional learning opportunities for staff members.

**The school's improvement agenda has the dual focus of implementing number and oral language.**

The leadership team recognises this agenda is not yet having the intended impact on student learning. Leaders report that an opportunity exists to further sharpen the focus of the improvement agenda to enable teachers to embed collaboratively agreed strategies that result in higher levels of student achievement.

**Staff members strongly support the implementation of the various elements of the school's improvement agenda.**

Teachers are able to relate some examples of success from the work they have undertaken with the improvement agenda. The roles and responsibilities of key staff members in the Explicit Improvement Agenda (EIA) are yet to be clarified.

**Professional Development (PD) in staff data literacy occurs at a whole staff level and within some year level teams.**

The extent to which informed data analysis and interpretation is occurring in school teams, across year level teams or junctures is inconsistent. The ability of teachers to analyse class data to inform teaching and learning practice and respond to the specific learning needs of individuals and small groups is developing across the school.



**Oral language and number coaches work with teachers and provide support aligned to the improvement agenda.**

The coaching cycle includes the modelling of strategies by coaches, co-teaching with a coach and independent teaching observed by the coach. Each of these cycles is followed by coaching and feedback sessions. There is a school expectation that all teaching staff participate in a coaching program. Some teachers express the need for more regular and robust feedback from the coaching process.

**The school has a diverse range of community partnerships that have been deliberately nurtured to ensure the school remains the centre of the community.**

The school is the hub for community events, the venue for volunteerism and the focus for community ambitions. Staff members, students and community members comprehensively identify the strong sense of community that bonds the school internally and externally.



## 2.2 Key improvement strategies

Narrow and sharpen the focus of the school's improvement agenda to enable classroom teachers to embed collaboratively agreed strategies and teaching practices.

Develop and communicate the roles and responsibilities of all key personnel and staff members in driving the EIA.

Engage teachers in ongoing PD to enable a deeper analysis of data to identify starting points for learning and inform consequent differentiated teaching practice.

Define school-wide cycles of data collection, analysis, intervention and review to promote evidence-based decision making in priority areas.

Continue to build further rigour, alignment and processes for sustainability into the school coaching and feedback model.