Bli Bli State School

Executive Summary

Education Improvement Branch

Queensland Government

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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 **Bli Bli State School** from **31 August** to **2 September 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

Scott Curtis	Internal reviewer, EIB (review chair)
Deanne Parker	Peer reviewer
Ian Hall	External reviewer

1.2 School context

Location:	School Road, Bli Bli	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	661	
Indigenous enrolment percentage:	5.9 per cent	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	20.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1016	
Year principal appointed:	October 2020 – acting	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), two Heads of Department – Curriculum (HOD-C), Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), student engagement teacher, coach, 27 teachers, seven teacher aides, three administration officers, two cleaners, schools officer, 32 parents, 38 students and chaplain.

Community and business groups:

- School council representative and Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Maroochydore State High School junior secondary coordinator and Greenspace Child Care Centre owner.

Government and departmental representatives:

State Member for Ninderry and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
Assessment and Data plan	Unit differentiation planner
School Opinion Survey	School newsletters and website
Induction program	Student Code of Conduct
Headline Indicators (April 2021 release)	School Pedagogical Framework and Charter of Expectations
A Culture of Feedback and Growth framework	School based curriculum, assessment and reporting plan

2. Executive summary

2.1 Key findings

Staff recognise and work to establish a caring, supportive learning environment.

Staff comment that they are valued by the school leadership team. Many students indicate that they find their teachers caring, generous and understanding and they look forward to coming to school each day. Parents regularly make the comment that they feel the school is inclusive and that teachers care about their child. Parents, students and staff refer to the school as family. Staff provide examples of how they care and support each other.

Writing is the key signature improvement strategy of the school.

Across four years, a focus on consistency of practice, shared understandings, planned, and deliberate resourcing, is underlying a writing priority. Staff members discuss the writing journey aligned to the writing traits and the extensive work undertaken in developing the proficiency scales. Teachers articulate valuing the proficiency scales and the time they are provided with for team planning each term. Teachers comment they value the clear direction leaders enable through an environment of high trust.

Leaders recognise the importance of a cycle of review and evaluation of writing.

Using levers of change, staff recently reflected upon key actions using a framework of 'positives', 'wonderings', and 'opportunities'. Many teachers and support staff identify that the process to enact the Explicit Improvement Agenda (EIA) has been deliberate and systematic. Leaders articulate that this review process is facilitating open and honest feedback that will direct and facilitate future priorities.

Staff speak with confidence regarding their knowledge and understanding of writing within the Australian Curriculum (AC).

This deep knowledge has been achieved through the development of the proficiency scales. Leaders and some teachers express a desire to deepen their knowledge and understanding of the AC, particularly in reference to other learning areas. Some leaders articulate that the deepening of these knowledge sets may support the development of locally designed and relevant curriculum.

Developed processes to identify appropriate differentiated learning strategies are utilised.

Proformas are developed for each unit of work and support teachers within planning to align strategies to achievement standards. Some teachers are able to describe how they use elements of the Maker model[1] to support structural, environmental, process and content adjustments. The school has several programs to extend high achieving students**.** Some

[1] Maker, C. J. (1982). *Curriculum development for the gifted*. Aspen Systems Corporation.

teachers express a desire to deepen their teaching capabilities further to meet the needs of high achieving students in the classroom through differentiation practices.

Some teachers are utilising technology to enhance teaching strategies to meet the needs of students.

School leaders and teachers are aware of the need for the school to progress towards greater use of digital technologies. Many teachers identify resource acquisition across classrooms will be an important factor regarding the delivering of curriculum, differentiation and inclusion supports. Some teachers indicate an awareness that enhancing their digital pedagogies related to the use of Information and Communication Technology (ICT) in their classroom will further support student engagement.

Teachers identify that the case management approach supports marker students.

Through regular scheduling within the staff meeting structure, time is allocated to support teacher and leader discussions regarding student achievement, identify trends in student progress, and determine strategies for supporting student learning needs. Teachers recognise this approach facilitates their capability to target intervention and supports that have a greater sphere of influence across a number of students.

A strong improvement agenda is being driven across the school.

Leaders have established and are driving an improvement agenda built on respect, a strong culture of learning, inclusivity, and providing all students with the opportunity to succeed. Staff speak with confidence regarding their belief that reflects the school vision. Staff are committed to student-centred, school-wide approaches and strategic planning processes are influenced through the school review and National School Improvement Tool (NSIT) process.

The Parents and Citizens' Association (P&C) is an integral part of the school resource provision.

The school has an active school council and a valued P&C. The principal works regularly with the P&C to strategically forward plan resourcing requirements. Recent provision of funds to support the resourcing of a hall refurbishment, playground upgrades, digital devices, and classroom upgrades is appreciated by staff. These community stakeholders describe their enthusiasm for future opportunities to work with the school in systematic and meaningful ways to enhance outcomes for students and to support staff.

2.2 Key improvement strategies

Systematically evaluate identified practices and approaches of school priority enactment with a view to enhance, drive and communicate future EIAs and measure their impact on improving student learning.

Deepen staff member knowledge and understanding of the AC, including the general capabilities and cross-curriculum priorities, and explore opportunities to deepen engagement to create a culture of inquiry and innovation.

Enhance teacher capabilities to meet the needs of all students, including higher achieving students within their classrooms through understanding and applying a range of differentiation practices.

Extend the digital pedagogies knowledge of staff to further integrate ICTs into the curriculum.