

Blackwater State High 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 **Blackwater State High School** from **26 to 28 April 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. 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.

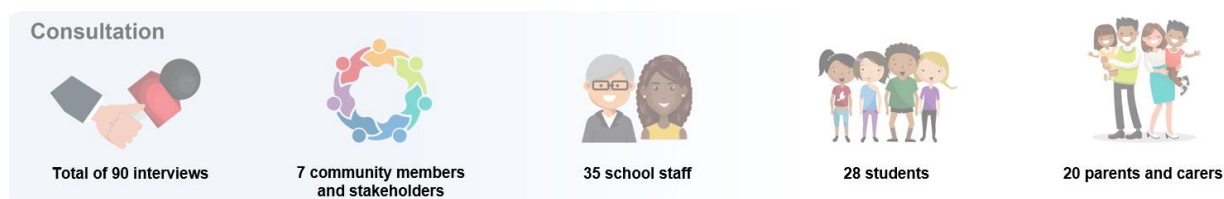
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Richard Graham	Peer Reviewer
Robert Cole	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Ghungalu We acknowledge the shared lands of the Ghungalu nation and the Ghungalu people of the Ghungalu language region.
Education region:	Central Queensland Region
Year levels:	Years 7 to 12
Enrolment:	384
Indigenous enrolment percentage:	25%
Students with disability percentage:	24.5%
Index of Community Socio-Educational Advantage (ICSEA) value:	923

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **11 to 13 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 918 and the school enrolment was 357 with an Indigenous enrolment of 21% and a student with disability enrolment of 8.4%.

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

- Collaboratively review, refine, document and communicate widely the Responsible Behaviour Plan for Students (RBPS) and associated Positive Behaviour for Learning (PBL) strategies to clarify school-wide expectations and consistency of implementation. (Domain 3)
- Collaboratively review, develop and document roles responsibilities and accountabilities of all members of the leadership team, subject area coordinators and other key staff members. (Domain 1)
- Provide further opportunities for staff to build individual capacity in the analysis and use of data to inform teaching practice to maximise learning and outcomes for all students. (Domain 2)
- Collaboratively develop a mechanism that includes the enhancement and strengthening of partnerships through regular reviews of the effectiveness and sustainability of partnerships to improve student engagement and outcomes over time. (Domain 9)

2. Executive summary

2.1 Key affirmations

Community support for the school is apparent through extensive partnerships.

The school community describes the establishment of significant partnerships with the local community, mines, businesses and industries as a strength of the school that promotes academic and vocational student outcomes and provides financial and human resources to support innovative school programs. Of particular note is the extensive use of partnerships to support student wellbeing. Partners comment that opportunities are actively sought to support students. Strong links with local primary schools have contributed towards a seamless transition for students entering high school.

Students and parents describe strong and caring relationships with staff.

Staff and students speak positively about their school. It is viewed as a safe place where student learning and wellbeing are the top priorities. Students and parents are vocal in recognising the commitment of their teachers and being able to approach them for support. Students say that the best part of their school is the staff. Leaders express appreciation for the dedication of staff and their willingness to go above and beyond the call of duty in their daily dealings with students and as members of the community. Staff voice appreciation for the support provided by the executive leadership team.

Leaders describe an intentional focus on continuous teacher improvement.

Leaders acknowledge the opportunities and challenges of working and learning in a small rural high school. They place a high priority on attracting, retaining and developing the best possible teachers and have developed a range of innovative approaches. Leaders are active in their efforts to promote and support staff to grow their teaching capabilities. They are eager to harness the enthusiasm of teachers by offering opportunities to develop leadership skills through programs and activities in the school.

There is an active commitment to creating opportunities for all students.

A broad base of curriculum offerings is provided to cater for the diverse range of students' interests and needs. External programs and supports are accessed to develop fit-for-purpose programs to cater for the local context. Students with additional learning needs are well supported through staff teams and programs, and parents express strong support and gratitude for this work. Indigenous perspectives are built into a range of programs and artefacts to support the full engagement of Aboriginal students and Torres Strait Islander Students.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Build instructional leadership capabilities of leaders to be strategic in successfully implementing strategies that address school priorities that deliver desired student outcomes.

Domain 6: Systematic curriculum delivery

Initiate collaborative planning and development of resources and assessment items, supported by professional learning, to deepen teachers' and leaders' understanding of the Australian Curriculum (AC).

Domain 8: Effective pedagogical practices

Collaboratively formalise agreed, school-wide pedagogical approaches, including high-yield teaching practices, to support all staff to understand and consistently implement these approaches.

Domain 3: A culture that promotes learning

Explore and implement processes, including culturally safe practices, to maximise learning engagement for all students.

Review the school's approach to supporting student behaviour, to improve clarity of expectations and consistency of implementation to promote a culture of learning.