

Toogoolawah State School

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning



The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from Elders, teachers and the land itself. The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Toogoolawah State School** was conducted from **8 to 10 June 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 954 and the school enrolment was 198 with an Aboriginal student and Torres Strait Islander student enrolment of 9.6% and a student with disability enrolment of 35%.

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

- Develop quality assurance processes to ensure planning documents address all aspects of the Australian Curriculum (AC), including all achievement standards, and that the intended curriculum is enacted in all year levels. (Domain 6)
- Actively engage all teachers with the school's pedagogical expectations, building teacher capability to enhance the delivery of the AC for all learners. (Domain 8)
- Collaboratively develop a consistent whole-school approach to differentiation, initially focusing on Tier 1 support, ensuring the AC is accessible in teaching and learning. (Domain 7)
- Collaboratively develop a collegial engagement framework to systematise the coaching, mentoring, and observation and feedback processes, aligned to curriculum and pedagogy. (Domain 5)
- Align the annual strategic documents and create a greater synergy between targets and clearly articulated strategies for improving levels of student achievement. (Domain 1)

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Introduction

This report is a product of a school review carried out by Reviews and School Improvement (RSI) at **Toogoolawah State School** from **18 to 20 November 2025**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#) (SIT). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

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

Timeline 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 publish the review executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their school supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

School context

Toogoolawah State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

Education region	Darling Downs Southwest Region
Year levels	Prep to Year 6
Enrolment	221
Aboriginal students and Torres Strait Islander students	12.2%
Students with disability	21.3%
ICSEA value	968

Review team

Keith Poulter	Principal, Reviews, RSI (review chair)
Trevor Walker	External Reviewer
Mary Wallis	External Reviewer

Contributing stakeholders



3
reviewers



99
participants



31
school staff



41
students



16
parents and
carers



11
community
members and
stakeholders

Key affirmations

Staff, parents and students affirm the culture of care where students are prioritised, which fosters a safe and supportive learning environment.

Staff share a genuine belief that all students can learn successfully and describe how they provide a well-rounded education across academic, sporting, technological and cultural domains. They express a commitment to creating a positive learning environment where safety, respect and lifelong learning are prioritised and every student is supported to access an engaging and high-quality school experience. Parents speak of how teachers encourage families to be integral partners in their child's learning. Students proudly describe their school as supportive and safe, and teachers as kind, caring and approachable.

Staff and students highlight how resources are allocated to support whole-school initiatives that cater for individual student needs.

The principal emphasises how they work to obtain and direct resources to ensure all students have access to all curriculum and co-curricular activities, and extra-curricular offerings. Parents express their appreciation for the support the school offers to ensure their child is equipped with school supplies and has access to activities. The principal highlights a commitment to developing flexible staffing options and programs to cater for students' academic, social and emotional needs. The principal appreciates the support of the Parents and Citizens' Association (P&C) and the collaborative working relationship that contributes to advancing projects that support student learning and engagement.

Parents celebrate the effective partnerships between staff, families and the wider community, speaking of the school as the 'hub' of the community.

Parents, carers and community members speak of the long-lasting and mutually beneficial partnerships between the school and community. They share that the school is held in high regard and is perceived as a community hub. 2025 School Opinion Survey (SOS) data shows 98% of parents agreed with the statement 'This school has a strong sense of community'. Staff speak of the important role partnerships play in education and value the programs and relationships with local businesses, community groups, local and state government representatives and other local educational communities. They detail a range of experiences, real-life learning opportunities, support and resources that improve students' learning and wellbeing outcomes.

The principal places a high priority on developing a professional learning community characterised by ongoing collaboration and teamwork to enhance teaching and learning.

The principal celebrates the creation of the 'Collaborative Capability Development' program. They describe how this initiative enables teachers to observe and learn from each other. Classroom Profiling is highlighted by the principal as enhancing opportunities for teachers to reflect on and refine their practice. Leaders emphasise they prioritise contemporary professional learning to support consistent and effective practices for teaching reading through the AC.

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Prioritise collaboratively analysing data and seek input from stakeholders to inform and enhance collective understanding and ownership of improvement priorities, strategies, actions and targets.

Domain 6: Leading systematic curriculum implementation

Prioritise professional learning and collaborative planning for the teaching of reading through the AC to ensure consistent understanding and planning of effective reading instruction.

Prioritise opportunities for staff that sharpen planning and moderation processes to support staff understanding and full enactment of the AC, including accurate teacher judgements.

Domain 3: Promoting a culture of learning

Collaboratively review and refine Positive Behaviour for Learning (PBL) processes, incorporating clear, consistent and predictable actions and procedures, to consolidate a whole-school approach to supporting student behaviour.

Domain 2: Analysing and discussing data

Strengthen opportunities for collegial data analysis and discussion, including disaggregated and triangulated data sets, to enhance staff data literacy and inform targeted teaching and interventions.

Domain 7: Differentiating teaching and learning

Create opportunities for collaborative discussions and professional development to develop a shared vision and understanding about differentiation and inclusive practices.

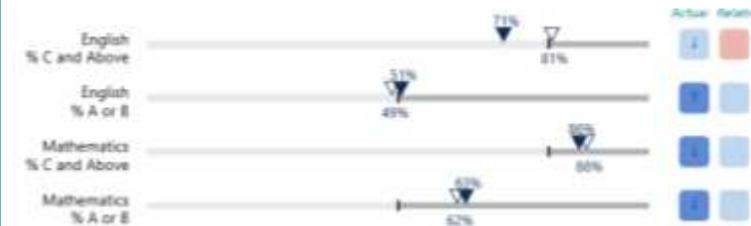
Initial data insights

Informing data sets

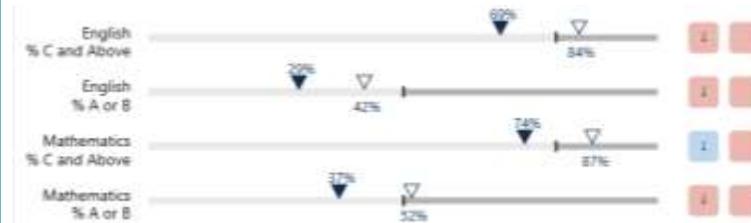
- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDA) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- SOS data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest

Prep to Year 2



Years 3 to 6

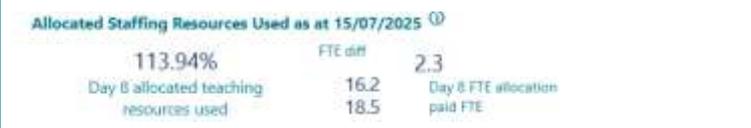


Legend | Statewide Target ▼ Actual Performance ▼ Relative Performance

Legend Performance trend from previous year

- At Expectations
- No Change
- Above Expectations
- Improvement
- Below Expectations
- Decline

Year Level	Report Card (A/L)	NAPLAN (M/E)	Weight	Agreement	Agreement Category	Learning Area - Domain
01	2.9	374.8	29.0	1.59	NAPLAN higher	English-Reading
01	2.9	375.8	29.0	1.51	NAPLAN higher	English-Writing
01	2.9	360.7	28.5	1.01	NAPLAN higher	English-Speeling
01	2.9	372.2	28.5	1.33	NAPLAN higher	English-Grammar and Punc
01	3.1	380.2	28.5	1.52	NAPLAN higher	Mathematics-Numeracy
02	3.0	451.2	29.5	0.88	Agreement	English-Grammar and Punc
02	3.0	482.5	29.5	2.15	NAPLAN higher	English-Reading
02	3.0	467.8	29.5	1.90	NAPLAN higher	English-Writing
02	3.0	461.8	29.5	1.20	NAPLAN higher	English-Speeling
02	3.2	486.2	29.0	1.17	NAPLAN higher	Mathematics-Numeracy



- Prep to Year 2 English C and above LOA data is below relative comparison data and statewide targets.
- Prep to Year 2 Mathematics C and above LOA data is below relative comparison data, but above statewide targets.
- Prep to Year 2 English and Mathematics A or B LOA data is above relative comparison data and statewide targets.
- Years 3 to 6 English and Mathematics LOA data is below relative comparison data and statewide targets.
- Year 3 IAA indicates NAPLAN is higher than report card LOA for English and Mathematics.
- Year 5 IAA indicates NAPLAN is higher than report card LOA for English and Mathematics, except English – Grammar and English – Punctuation.
- Allocated staffing resources are 2.3 full-time equivalent (FTE) above allocation.

Data-informed inquiries

- Factors influencing student performance in Prep to Year 2.
- Factors influencing student performance in Year 3 to 6.
- Factors influencing curriculum, planning implementation and assessment.
- Factors influencing allocation of staffing resources.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- **Prioritise collaboratively analysing data and seek input from stakeholders to inform and enhance collective understanding and ownership of improvement priorities, strategies, actions and targets.**
- Collaboratively review and evaluate the effectiveness of Annual Implementation Plan (AIP) improvement strategies to ensure initiatives are achieving desired outcomes.

Domain 2: Analysing and discussing data

- **Strengthen opportunities for collegial data analysis and discussion, including disaggregated and triangulated data sets, to enhance staff data literacy and inform targeted teaching and interventions.**
- Review and refine the data plan, aligning with current practice and school and system priorities, to ensure data is purposefully collected and used to inform teaching and learning.

Domain 3: Promoting a culture of learning

- **Collaboratively review and refine PBL processes, incorporating clear, consistent and predictable actions and procedures, to consolidate a whole-school approach to supporting student behaviour.**

Domain 4: Targeting school resources

- Implement processes for monitoring resource deployment, sustainability and alignment with strategic priorities to ensure investments have the intended impact on identified needs.

Domain 5: Building an expert teaching team

- Collaboratively sharpen professional learning and collegial engagement processes and practices, aligned with improvement priorities, to provide all staff with feedback and opportunities to enhance their practice.

Domain 6: Leading systematic curriculum implementation

- **Prioritise professional learning and collaborative planning for the teaching of reading through the AC to ensure consistent understanding and planning of effective reading instruction.**
- **Prioritise opportunities for staff that sharpen planning and moderation processes to support staff understanding and full enactment of the AC, including accurate teacher judgements.**

Domain 7: Differentiating teaching and learning

- **Create opportunities for collaborative discussions and professional development to develop a shared vision and understanding about differentiation and inclusive practices.**
- Investigate opportunities for collaborating and leveraging available expertise in differentiation to build teachers' capability in identifying appropriate adjustments that meet students' diverse learning needs.

Domain 8: Implementing effective pedagogical practices

- Implement opportunities for discussions and collaboration among teaching staff focused on evidence-informed pedagogies to support collective understanding and selection of effective pedagogies for all learning areas.

Domain 9: Building school-community partnerships

- Investigate opportunities for increasing and enhancing transition and engagement activities with the local secondary school to support continuity of learning and students' readiness for secondary school.

* **Bold indicates key improvement strategy**

Domain 1: Driving an explicit improvement agenda

Affirmation

- Staff emphasise a united belief that all students can progress in their learning when provided with the right supports. They highlight a culture of care for students and high expectations for their learning, wellbeing, behaviour and engagement. 2025 SOS data shows 96.2% of teachers, 96.5% of students and 98% of parents agree with the statement regarding teachers having high expectations for students to do their best. Teachers speak appreciatively of consistent professional learning opportunities aligned with the AIP priorities. Leaders promote the curriculum and reading focus within teacher meetings. Teachers voice their enthusiasm for advancing their professional learning and school improvement priorities.

Key findings

- Leaders identify the AIP improvement priorities as increasing LOA data in English and Mathematics and implementing the teaching of reading through the AC. The principal explains these priorities were chosen to align with system priorities and are aligned with the school's strategic plan. They articulate the AIP includes strategies, actions and measurable outcome targets with associated timelines.
- The principal explains the AIP was shared with the P&C at the start of the year. They describe a previous process of hosting open forums with staff, students and parents and carers to determine strategic priorities by considering what they would like the school to look like in the future.
- The principal comments the AIP was shared with staff at the start of the year. They mention teacher meetings are aligned with AIP priorities. Some teachers communicate they would appreciate more direct links between AIP priorities and teacher meetings to enhance collective understanding and ownership of the school improvement priorities.
- Staff articulate varying understanding of the AIP priorities and remark they would like to better understand how the priorities were determined. Some staff comment they would appreciate further opportunities to provide input to the AIP. The principal and some teachers recognise an opportunity to enhance the use of data in determining improvement priorities and precise strategies, actions and targets. They articulate a desire to prioritise collaboratively analysing data to identify trends and gain further feedback from stakeholders to inform and enhance collective understanding and ownership of improvement priorities, strategies, actions and targets.
- Staff convey variable understanding of how the improvement agenda is progressing. The principal recognises the importance of collaborating with staff to foster buy-in and commitment to the improvement agenda. They mention an intent to monitor improvement goals and targets to determine the effectiveness of the improvement strategies. Staff comment they would appreciate further opportunities to collaboratively review and evaluate the effectiveness of AIP improvement strategies to ensure initiatives are achieving desired outcomes. They anticipate this would enable them to sharpen the focus of priorities and actions and enhance collective understanding and ownership of the improvement agenda and associated goals.

Improvement strategies

- **Prioritise collaboratively analysing data and seek input from stakeholders to inform and enhance collective understanding and ownership of improvement priorities, strategies, actions and targets.**
- Collaboratively review and evaluate the effectiveness of AIP improvement strategies to ensure initiatives are achieving desired outcomes.

Affirmation

Key findings

- The principal communicates a roles and responsibilities document outlines strategic and operational expectations for all staff to support progress towards embedding improvement priorities. Some teachers mention they would appreciate the opportunity to review this document to ensure it maintains alignment with current priorities and ways of working.

Improvement strategies

Domain 2: Analysing and discussing data

Affirmations

- The principal emphasises that discussing and analysing data to inform student learning is valued and prioritised. They articulate data discussions among staff contribute to a culture of high expectations for all students.
- The principal highlights prioritising a termly data discussion with each teacher. They emphasise this meeting provides a dedicated opportunity to discuss the progress of individual students and cohorts. Teachers appreciate how this meeting allows them to discuss their students' progress and identify requirements for additional support. The principal and teachers value this opportunity to work together to discuss student progress.
- Leaders speak appreciatively of the work of the PBL team in regularly analysing and sharing behaviour data. The PBL coordinator explains they use data to plan the weekly focus for the teaching of school-wide behaviour expectations. They express gratitude for the opportunity to share this data throughout the school. Teachers appreciate this information and guidance and highlight how they consolidate the focus skills within their classrooms.

Key findings

- Teachers appreciate the opportunity to analyse and discuss school-wide and cohort data with the principal and identify issues and trends to inform next steps in teaching. Some teachers describe comparing LOA data and comment they would like to build their skills to conduct in-depth analysis of a range of data. Many teachers convey a desire to strengthen opportunities for collegial analysis and discussion of data, including disaggregating and triangulating data sets, to enhance their collective data literacy and inform targeted teaching and interventions.
- The principal highlights that the data plan outlines assessments and screeners used within the school. Some teachers refer to the data plan and indicate data is discussed at staff meetings and within year level teams. They mention they would appreciate the opportunity to continue to refine the data plan to ensure valid, purposeful data is available to inform next steps in teaching and learning. Many teachers describe a desire to review the data plan to ensure the full range of data to be collected and analysed, aligned to school and system priorities, is encapsulated within the plan.
- The PBL coordinator explains a range of behaviour data is collected and analysed, and articulates they value the opportunity to present this data to staff every 3 weeks. They mention they are provided with release time to review and analyse relevant data, which enables them to disaggregate data about different types of incidents to highlight areas of concern and rates of particular behaviours. Teachers appreciate the regular sharing of data, commenting this provides them with a better understanding of why a weekly focus might have been selected.
- The principal highlights how reflecting on whole-school data has led to the introduction of a 'marker student' process. Teachers describe how they identify marker students based on their class LOA data, with some flexibility in determining the students they select. They explain how they identify marker students in curriculum meetings and discuss their progress in conference meetings every 5 weeks. Many teachers express optimism that this process will continue to grow in sophistication and indicate they are eager to monitor the success of this strategy.

Improvement strategies

- **Strengthen opportunities for collegial data analysis and discussion, including disaggregated and triangulated data sets, to enhance staff data literacy and inform targeted teaching and interventions.**
- Review and refine the data plan, aligning with current practice and school and system priorities, to ensure data is purposefully collected and used to inform teaching and learning.

Domain 3: Promoting a culture of learning

Affirmations

- Staff emphasise a genuine belief all students can learn successfully and a commitment to supporting students to achieve improved learning and engagement outcomes. They talk about ensuring every student is provided with access to a high-quality, engaging school experience and a well-rounded education across academic, sporting, technological and cultural domains. They speak of working to foster a safe and supportive environment where safety, respect and lifelong learning are prioritised. Students proudly describe their school as supportive and safe, and teachers as kind, caring and approachable.
- Parents highlight how teachers encourage families to be integral partners in their child's learning. Students express a sense of pride in belonging to the school community. Parents articulate a sense of belonging to the school community and convey their appreciation for the positive, inclusive and caring relationships among staff, students and families and rich educational opportunities provided to their child.
- Student leaders speak proudly of the responsibilities associated with their leadership roles and how school leaders and teachers value student voice. They discuss participating in a range of activities that extend their leadership skills.

Key findings

- Leaders and teaching staff share a common belief that consistent processes, practices and high expectations drive student achievement and engagement. They describe the importance of positive, caring and trusting relationships to student success. Staff discuss how they work to build welcoming, mutually respectful relationships across the school community. They remark their shared commitment to improvement is reflected in the ongoing efforts of teaching staff to refine positive behaviour support and effective intervention strategies for all students to challenge and inspire them to value learning.
- Leaders discuss how they prioritise staff wellbeing and positive morale through fostering a safe, supportive workplace. Staff highlight the 'Walk Around Europe' initiative as a positive staff wellbeing strategy that is contributing to a strong collaborative culture within cohort teams. They outline how a 'Collaborative Capability Development Program' supports leaders and teachers to be individually and collectively committed to continuous improvement, with a focus on enhancing teacher and student learning. They explain how student wellbeing is a high priority and processes are established to provide students with academic and non-academic support that addresses individual needs.
- Leaders and teachers describe the PBL program as effective in supporting and developing a culture of learning and engagement for all students under the '*Safe, Respectful Learners*' banner. They highlight how small groups of students meet to strengthen friendship groups and social skills to promote a positive culture. Leaders and teachers indicate this has had a particular impact on students who require further social and emotional support.
- Staff articulate Tier 1 PBL processes are well established. They describe how data is used to inform the weekly behaviour focus and speak of regular explicit teaching to reinforce expected behaviours. Most teachers speak of how leaders apply varied strategies when responding to behaviour incidents. They explain the varied responses and consequences impact their shared understanding of expected follow-up procedures for student behaviour. Some teachers identify an opportunity to strengthen Tier 2 and Tier 3 PBL processes to further support identified students. They explain they would appreciate developing proactive plans to prevent undesired behaviours. Some teachers indicate a next step is to collaboratively review and refine PBL processes, incorporating clear, consistent and predictable actions and procedures, to consolidate a whole-school approach to supporting student behaviour.

Improvement strategy

- **Collaboratively review and refine PBL processes, incorporating clear, consistent and predictable actions and procedures, to consolidate a whole-school approach to supporting student behaviour.**

Domain 4: Targeting school resources

Affirmations

- The principal celebrates the significant investment of school funds to provide all Year 6 students with a laptop for individual use for schoolwork. They emphasise plans are in place to ensure Year 5 students have similar access to a laptop in 2026. The principal outlines this decision was made in consultation with the local high school. They describe how this investment in technology assists students to make a seamless transition to high school. Students convey they are highly appreciative of this support.
- The principal and Business Manager (BM) promote how school funds are used to support whole-school projects and to cater for individual student needs. The principal emphasises a strong belief that all students should be provided with access to all curriculum activities and offerings available. Parents articulate they greatly value the support provided to ensure their child has access to school supplies and activities.
- The principal appreciates the support of the P&C and their collaborative working relationship. They celebrate the many projects that are supported through the P&C's generous contributions, including the outdoor learning area, enhancements to digital technologies and the provision of buses for Years 4 to 6 students to travel to excursions.

Key findings

- The principal highlights the complexity and diversity of the school community and promotes a commitment to developing flexible staffing options and programs to cater for students' needs. They outline the purchase of additional teachers to deliver a range of school programs and initiatives, including behaviour support, the Collaborative Capability Development Program, the Ready Readers program, the Reading to Learn¹ (R2L) initiative and to support the release of the PBL coordinator. Funds are also directed to support whole-school operations through the purchase of additional time for a Workplace Health and Safety (WH&S) representative and additional administration time in the office. The BM describes how additional teacher aide support is purchased to support individual students and the delivery of classroom programs. Teachers praise the additional support provided through this provision.
- The principal and BM recognise the importance of allocating school funds to support strategic priorities and student learning. They outline a collaborative review process to ensure funds are applied in line with the strategic direction and support the need to monitor the range of school-funded programs to ensure they align with current and upcoming priorities. They express a desire to implement processes for monitoring resource deployment, sustainability and alignment with strategic priorities to ensure these investments have the intended impact on identified needs.
- The principal describes using school funds to update digital technologies. They explain this includes providing a laptop program for Years 5 and 6 students, interactive whiteboards in Prep to Year 2 classrooms and class sets of iPads in addition to maintaining the computer lab. The BM praises the financial support of the P&C which contributes to this ongoing investment.
- The BM praises members of the local community for providing support for school projects that assist in improving student engagement and wellbeing. They highlight community donations from the Esk Opportunity Shop, the Toogoolawah Baptist Church, businesses and community members. The BM outlines how these donations complement school funding to enable the breakfast and lunch club to operate daily, food donations to be provided for families, and students to access school uniforms and supplies.

Improvement strategy

- Implement processes for monitoring resource deployment, sustainability and alignment with strategic priorities to ensure investments have the intended impact on identified needs.

¹ Rose, D., & Martin, J.R. (2012). *Learning to Write, Reading to Learn*. Equinox Publishing Ltd.

Domain 5: Building an expert teaching team

Affirmations

- The principal celebrates prioritising school funds to create the Collaborative Capability Development Program. They describe how this investment allows a teacher to be available each week to release classroom teachers to observe others work. The Head of Department – Curriculum (HOD-C) emphasises this process enables teachers to observe peers who have attended recent R2L training. They describe a flexible approach that allows teachers to view practice across the school in areas of interest. Teachers value this opportunity to watch and learn from their peers.
- The principal highlights how Classroom Profiling is fostering a professional learning community. They voice they have invested in training for a teacher to become an accredited Classroom Profiler. Teachers express satisfaction in being profiled and speak highly of the reflective feedback they receive.
- The principal promotes their support of internal leadership development, celebrating a number of staff who have successfully progressed to leadership roles. Teachers speak appreciatively of how the principal encourages them in pursuing leadership opportunities.

Key findings

- Teachers highlight the whole-school focus on engaging with the reading agenda. Some teachers describe how they have participated in the R2L professional development (PD), with opportunities for reflection on their learning and practice. Many teachers mention opportunities will be provided for them to engage with R2L PD in the future.
- Teachers describe consistent practices for the teaching of reading within year level teams. They mention practice varies across year levels. Many teachers emphasise a whole-school approach to reading is yet to be developed. They convey a strong desire to engage in a systematic approach to capability development and professional learning in the teaching of reading to enhance collective understanding of how children learn to read and support consistent practice.
- The principal outlines a detailed induction program for new and returning teachers, including an induction booklet provided to each participant. The HOD-C explains a differentiated approach is implemented that acknowledges the needs of each teacher. They highlight ongoing support for new staff is provided within year level teams. Most teachers describe feeling well supported throughout the induction process.
- The principal and BM highlight a professional learning plan outlines opportunities for teachers to develop their capability. They describe a range of collegial learning opportunities provided through moderation activities, walkthroughs from school leaders, watching others work (WOW) and opportunities for teachers to receive feedback on their practice. Many teachers express excitement about opportunities to engage in continuous professional learning and convey they are eager to be included in discussions about setting professional goals. Teachers convey a strong desire to collaboratively sharpen professional learning pathways for all staff, including through the Setting Professional Goals (SPG) process, focused walkthroughs and opportunities for authentic feedback, to ensure staff receive professional learning and feedback aligned with key priorities.
- Leaders highlight planned opportunities for staff to engage in moderation activities throughout each term. The HOD-C explains professional learning occurs within this meeting structure, supporting teachers to deepen their knowledge and understanding of the different stages of moderation. Teachers

Improvement strategy

- Collaboratively sharpen professional learning and collegial engagement processes and practices, aligned with improvement priorities, to provide all staff with feedback and opportunities to enhance their practice.

Affirmations

Key findings

express gratitude for these opportunities to work within their teams and highlight how building this individual and collective knowledge has strengthened their shared commitment to continuously improving their practice to enhance student learning.

Improvement strategy

Domain 6: Leading systematic curriculum implementation

Affirmations

- Leaders and teachers highlight the creation of curriculum plan handbooks for every teacher. They speak of how the handbooks provide curriculum overviews, learning area time allocations, assessment tasks and marking guides. Teachers appreciate the clarity and guidance these documents provide during unit and lesson planning.
- Leaders promote how details about the curriculum being taught to students is shared via the school newsletter every term. They comment this is to support the partnership between parents and staff and to encourage conversations about learning at home. Parents appreciate knowing what their child is learning.
- Teachers value the planning day with colleagues every term. They emphasise how they select relevant and engaging texts and review when units across learning areas are taught to identify opportunities to align concepts. Teachers voice how they select texts written by First Nations authors to embed First Nations perspectives in teaching and learning.

Key findings

- Leaders describe how the 3 levels of planning align to the K–12 curriculum, assessment and reporting framework (K–12 Framework). They detail English and Mathematics units have been developed in alignment to the Australian Curriculum Version 9 (ACV9). Leaders mention using Curriculum Gateway resources to support the implementation of the ACV9 Mathematics. They communicate a plan is developed for implementing the ACV9 in other learning areas.
- Leaders outline recent strategies implemented to develop staff understanding of the AC with the aim of promoting alignment between curriculum, teaching, learning and assessment, and accurate reporting against the relevant achievement standards. They mention an intent to further consider embedding the general capabilities and cross-curriculum priorities in planning. Leaders speak of working with a Senior Education Officer – Capability (SEOC) to support teachers’ understanding and interpretation of marking guides.
- Leaders describe a strategic approach to moderation through which teachers moderate with colleagues from other year levels. They detail how teachers discuss the purpose of the assessment task, review evidence of student learning, independently mark the task and compare their judgements to foster a deeper understanding of the AC. Leaders promote how these processes have supported improved IAA between English LOA and NAPLAN data. They celebrate the greater alignment of this data and express an intention to continue strengthening staff understanding of the AC to support the full and systematic enactment of the curriculum and accurate teacher judgements against the achievement standards.
- Leaders and teachers recognise reading as a system and school priority. They describe a process of reviewing the ‘Reading through the Australian Curriculum Implementation Guide and Signposts’ document to monitor the progress of the reading priority. Some teachers mention observing teachers at another school implementing R2L. They outline how they have implemented this approach in their own classrooms and are encouraged by students’ reading progress. Some teachers mention they would appreciate the opportunity to observe the R2L process so it can be implemented in their classrooms. The principal notes the cost associated with teachers attending professional learning aligned to this

Improvement strategies

- **Prioritise professional learning and collaborative planning for the teaching of reading through the AC to ensure consistent understanding and planning of effective reading instruction.**
- **Prioritise opportunities for staff that sharpen planning and moderation processes to support staff understanding and full enactment of the AC, including accurate teacher judgements.**

Affirmations

Key findings

approach and speaks of the importance of a measured and steady path to R2L implementation across the school.

- Teachers speak of a consistent approach to Structured Synthetic Phonics (SSP) instruction using the Promoting Literacy Development² (PLD) program. Leaders mention the development of a reading card designed to support teachers to consider what should be prioritised when teaching reading through the AC. Some teachers outline they would appreciate further guidance on how to plan for the teaching of reading through the AC, in addition to modelling to demonstrate reading instruction.
- Some teachers outline how they previously used reading groups to support the teaching of reading. They recognise, with the changes to how reading is being taught, some variation in practice across classrooms. Most teachers convey a desire for clarity on what the teaching of reading through the AC looks like and how to plan for it. Some teachers mention they would appreciate the opportunity to prioritise professional learning and collaboration within unit planning for the teaching of reading through the AC to ensure consistent understanding and planning of effective reading instruction.

Improvement strategies

² PLD. (2020). *Resources to improve literacy levels within primary schools*. <https://pld-literacy.org/>

Domain 7: Differentiating teaching and learning

Affirmations

- Staff emphasise the Student Support Services Team meets weekly to discuss the progress of students who are being case managed or students requiring intervention in PLD. They outline this team comprises the inclusion teacher, relevant teacher aides, youth worker, social worker, guidance officer, behaviour specialist, school leaders, classroom teacher and parents and carers as required. Staff promote how this process improves individual student outcomes.
- Leaders describe the marker student collaboration process as a strategy for leaders and teachers to evaluate student progress, identify areas for improvement and determine possible adjustments for individuals to improve their achievement level. Staff speak of the benefit this sharing of strategies has for student learning.

Key findings

- Leaders articulate a shared commitment to differentiated teaching and learning. They recognise the value of establishing and enacting a whole-school approach to inclusion and differentiation.
- Leaders describe establishing a multi-tiered system of supports (MTSS) to implement targeted interventions. Leaders and teachers communicate targeted interventions are in place for individual students and small groups requiring additional support. Teachers convey varying degrees of understanding of the MTSS model. The inclusion teacher and teacher aides discuss how they support individual students and groups of students. They explain how teacher aides support students based on Nationally Consistent Collection of Data on School Students with Disability (NCCD) allocations. Leaders convey data tracking processes have been established to identify students requiring support.
- Many teachers express varied views about the definition of inclusion and how to best cater for the diverse range of learners in their class. They discuss a desire to collaboratively establish, with leaders, a school-wide definition and understanding of inclusion. Many teachers speak of a desire to review how current human resources, facilities and learning spaces are used to support a diverse range of learners. They comment this could lead to enhanced differentiated support for students. Leaders recognise the need to collaboratively develop a vision for inclusion to drive school-wide understanding of differentiated practices to more effectively support the full range of learners by maximising available resources.
- Some teachers comment they discuss effective differentiation strategies during team curriculum planning days and other collegial meetings. They explain they would value the increased input of the inclusion teacher during curriculum planning days to enhance co-planning and co-teaching opportunities. Many teachers explain this collaborative process would support them in identifying adjustments to cater for the diverse learning needs of students, building their capability and leveraging expertise in differentiation ensuring all students receive appropriate adjustments to access and progress through the curriculum in consideration of their diverse learning needs.

Improvement strategies

- **Create opportunities for collaborative discussions and professional development to develop a shared vision and understanding about differentiation and inclusive practices.**
- Investigate opportunities for collaborating and leveraging available expertise in differentiation to build teachers' capability in identifying appropriate adjustments that meet students' diverse learning needs.

Domain 8: Implementing effective pedagogical practices

Affirmations

- Leaders, teachers and students emphasise the consistent use of learning walls across classrooms for English and Mathematics. Teachers highlight how learning walls display modelled exemplars, student work, marking guides and content information. Teachers refer to visible learning and speak of learning walls as an extra support for students' engagement in learning. They describe how students use the learning walls to improve their work. Students celebrate using learning walls to understand what they need to do to improve their work.
- Leaders, teachers and students celebrate the consistent use of learning intentions and success criteria to provide clarity about what is being taught and learned. Students highlight how the use of learning intentions and success criteria make it easier to understand what they need to do to demonstrate successful learning.

Key findings

- Leaders recognise the impact of implementing evidence-informed pedagogical practices to engage students in learning and improve outcomes. They keep up to date with research on effective teaching practices, including the Pedagogical Practices for Learning (PP4L). Leaders mention sharing information from the Teaching and Learning Hub about the pedagogical approaches most appropriate to the ACV9 English and Mathematics with teachers. They outline an intent to do the same as other learning areas of the ACV9 are implemented.
- Some teachers talk about how they are expanding their repertoire of effective teaching practices to engage and challenge students. They mention a desire to broaden their understanding of pedagogical approaches best suited to meet the inquiry demands of different learning areas within the ACV9. Leaders describe an intent to implement opportunities for discussions and collaboration among teaching staff focused on evidence-informed pedagogies to support collective understanding and selection of effective pedagogies for all learning areas. They recognise an opportunity to include the consideration of pedagogy within planning to further support student learning and engagement.
- Leaders and teachers mention opportunities to collaborate, discuss and observe colleagues' teaching practice through the Collaborative Capability Development Program. Leaders recognise the value of promoting these opportunities to support teachers in developing consistency of practice. They recognise the benefit of formalising expectations for implementing agreed evidence-informed pedagogical practices to further support a whole-school approach to pedagogy.
- Students describe how teachers support them to learn, make learning engaging and provide appropriate challenge by understanding their learning needs and adjusting their teaching. Some students outline how teachers take the time to provide additional learning opportunities for groups when required. They appreciate this extra focus to support learning and explain how the different ways of teaching makes learning fun.

Improvement strategy

- Implement opportunities for discussions and collaboration among teaching staff focused on evidence-informed pedagogies to support collective understanding and selection of effective pedagogies for all learning areas.

Domain 9: Building school-community partnerships

Affirmations

- Staff articulate the important role partnerships play in education and value the programs and relationships established with businesses, community groups, local and state government representatives and other educational communities. They detail how these partnerships provide a range of experiences, real-life learning opportunities, support and resources that improve students' learning and wellbeing outcomes.
- Members of the P&C executive describe a strong and positive partnership with the school where they can contribute to the school's educational and administrative programs. They discuss a variety of fundraising activities throughout the year that provide financial support to upgrade facilities and purchase new resources. They highly promote community-building opportunities, such as a 'Meet and Greet' barbecue which opens the P&C annual general meeting and a 'Meet the Teacher' event prior to the start of the school year. P&C members speak highly of their respectful relationships with the principal and their ongoing commitment to explore new opportunities to further strengthen the school community and provide financial support to benefit students.

Key findings

- Parents, carers and community members discuss the range of long-lasting and mutually beneficial school-community partnerships. They share that the school is held in high regard and is perceived as a community hub. 2025 SOS data shows 98% parent agreement with the statement 'This school has a strong sense of community'.
- Parents acknowledge the importance of effective, open communication between staff, parents and carers, and the wider community. They express appreciation for a range of effective two-way feedback mechanisms and productive communication with parents and carers regarding students' progress. They describe communication methods such as a weekly newsletter and Facebook.
- The principal discusses the transition process with a local secondary school to support students moving from Year 6 to Year 7. They speak of how students engage in transition days. Students appreciate the opportunities to visit the secondary school. Staff describe sharing student information with key high school staff to support successful transitions. The principal articulates a desire to explore possibilities to increase and enhance engagement opportunities with the secondary school to support continuity of learning for students and provide learning engagement opportunities that support transitions to secondary school.
- The principal and staff discuss a transition process with the local kindergartens and Early Childhood Education and Care (ECEC) provider. They describe visiting these sites with Prep teachers and the inclusion teacher to observe and share information about the needs of incoming students. Directors of kindergartens appreciate positive transition programs with the school prior to Prep enrolment and the opportunity for kindergarten students to 'be Preps' for a day prior to commencement at the school.
- Leaders describe how the Brisbane Valley Cluster of Schools provides opportunities for partnering and sharing with other local schools for collegial engagement activities, professional learning and moderation. The HOD-C shares how they lead the cluster moderation processes.
- Leaders describe a breakfast club initiated by a local church with the support of the principal which occurs once a week. They speak of how the club provides an opportunity for connection and positive engagement with community members.
- Students describe engaging in school sport and cultural activities. They speak of a sporting competition with local schools on gala days and access to representative trials. They discuss opportunities to be members of the school band which performs at local events.

Improvement strategy

- Investigate opportunities for increasing and enhancing transition and engagement activities with the local secondary school to support continuity of learning and students' readiness for secondary school.



Total Students
221

First Nations Students (i)
27 (12.2%)

Students With a Disability (i)
47 (21.3%)

Student in Care (i)
5 (2.3%)

ICSEA (i)
968

School
Toogoolawah State School

Student Performance

Governance



Actual vs Planned Expenditure as at 30/06/2025 (i)

110.3%	(\$25,000.0)
Planned YTD expenditure has occurred	Planned expenditure still to occur this year
\$91,000.0	\$187,642.5
Funding provisioned for expenditure in future years	In bank account

Allocated Staffing Resources Used as at 15/07/2025 (i)

113.94%	FTE diff	2.3
Day 8 allocated teaching resources used	16.2	Day 8 FTE allocation paid FTE
	18.5	

Staff Morale (School Opinion Survey) (i)

74%

Completion of Annual Safety Assessment (i)

Yes No

Student Safety (School Opinion Survey) (i)

95%

School Audit Rating as at 30/06/2025 (i)

Self Manage Support Priority Support

Utilisation Rate as at 01/02/2025 (i)

<=60% 61%-80% 81%-94% >=95%

Starting Strong (i)
Prep - Year 2

Building on Foundations (i)
Year 3 - 6

Financial Practices

Workforce Practices

HSW

School Mgmt.