

Toogoolawah State School

Executive Summary





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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 **Toogoolawah State School** from **8 to 10 June 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

Sandra Perrett	Internal reviewer, EIB (review chair)
Ben Gaske	Peer reviewer
John Enright	External reviewer



1.2 School context

Location:	Gardner Street, Toogoolawah	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	198	
Indigenous enrolment percentage:	9.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	35 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	954	
Year principal appointed:	2018	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Student Support (HOSS), cluster Head of Special Education Services (HOSES), guidance officer, 17 teachers, Business Manager (BM), administration officer, eight teacher aides, two cleaners, Information Technology (IT) technician, 44 students and 18 parents.

Community and business groups:

- President, secretary and three members of the Parents and Citizens' Association (P&C), coordinator of Outside School Hours Care (OSHC) and Pastor of the Toogoolawah Baptist Church.

Partner schools and other educational providers:

- Principal of Toogoolawah State High School, director of Country Kids Play and Learning Centre and director of C & K Toogoolawah Kindergarten.

Government and departmental representatives:

- Deputy Mayor of Somerset Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2020-2023
Investing for Success 2021	School Data Profile (Semester 2 2020)
OneSchool	Curriculum planning documents
School improvement targets	School budget overview
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	Headline Indicators (October 2020 release)
School differentiation plan or flowchart	



2. Executive summary

2.1 Key findings

There is a clear moral imperative in the school to do whatever it takes to support the learning of every student.

The leadership team and staff members are united and committed to improving the learning outcomes for every student. The leadership team articulates a clear focus on *'doing whatever it takes'* for all students and this is echoed by staff members. Staff members, students and parents express pride in the school and identify the importance of working together to support all students. The school has engaged proactively in enhancing their transition practices and articulates the importance of ensuring the school is ready for their future Prep students, instead of expecting them to be ready for Prep.

Staff members, students and parents speak positively of the school culture and learning environment.

The school has a collaboratively developed and embedded behaviour framework. The school's expectations of *'Be Safe, Be Respectful, Be a Learner'* are clearly displayed across the school and students know and understand them. Positive feedback systems for behaviour are valued by staff members, students and parents. The leadership team, Positive Behaviour for Learning (PBL) team and staff members are continually looking for ways to enhance the implementation of PBL, including through a range of innovative practices.

School leaders and teachers identify the importance of ensuring that the curriculum delivery in the school reflects the requirements of the Australian Curriculum (AC).

To support curriculum delivery, the school is developing their Curriculum, Assessment and Reporting Plan (CARP). The curriculum provisioning document provides an overview of the units of work to be covered across the eight learning areas for each year level. Year level and band plans for each learning area in each year level are yet to be developed. Quality Assurance (QA) that all AC achievement standards are taught and assessed for each learning area is yet to occur.

School leaders and staff members identify the positive impact that the school and teachers have on improving student learning.

Leaders and staff place importance on identifying appropriate approaches to inform highly effective teaching and learning practices. The current framework comprises three main elements: Communicating about Learning – feedback, Preparing for Learning – context, and Learning – content. The principal identifies the importance of working with teachers to unpack the framework and support their capability development to enact it fully in the classroom.



School leaders and teachers express a belief that all students are capable of being successful learners.

The school has formulated a four-tiered model of academic support based on differentiated and explicit teaching for all students. Teachers identify the importance of providing quality teaching and learning experiences for all students and discuss some ways they differentiate their teaching to meet the needs of students. The level of understanding of differentiated teaching practices varies across the school. School leaders articulate the importance of further developing the capability of all staff members to effectively differentiate for all students, ensuring the AC is accessible in teaching and assessment tasks.

Staff members are committed to the development of their teaching practice.

The leadership team identifies the importance of facilitating opportunities for teachers to work together and to learn from each other. As part of the 2021 Annual Implementation Plan (AIP), collegial engagement processes and sharing of good practice are identified as an action. Teachers articulate that they would welcome opportunities to learn from each other through modelling, observation and feedback. The leadership team acknowledges that observation, feedback, modelling and coaching are important aspects of building teacher capability and consistent pedagogical approaches.

School leaders and teachers articulate the importance of quality teaching, supported by clear behaviour management practices to enhance student learning outcomes.

The AIP for 2021 identifies three improvement priorities including improving student academic outcomes, Professional Development (PD) of staff members, and PBL improvement. For some improvement priority areas, there are targets for improving student achievement levels. Alignment between targets and actions is identifiable for a number of the data sets. Clearly articulated specific strategies for improving levels of student achievement are yet to be apparent.

The leadership team places a high priority on staff wellbeing.

Staff, parents and community members express appreciation of the positive environment in the school and the authentic care and willingness of all staff members to respond proactively to any concerns raised. School leaders undertake regular informal check-ins to provide for professional and personal support to address the needs of individuals. All staff members are committed to maintaining the positive work environment and continuing to collaboratively identify and embed successful strategies.

The school has a strong reputation within the wider community.

This is reinforced by parents, staff, community members and local business owners. Parents articulate they value and appreciate the level of support provided by staff members to their child to meet their needs and to encourage them to strive to reach their goals. The school has established and developed beneficial partnerships with the Parents and Citizens' Association (P&C), local businesses, individuals and community organisations to improve opportunities and learning outcomes for students. These partnerships support the school to



engage proactively in the community, including the valued and well attended Book Week parade through the town.



2.2 Key improvement strategies

Develop QA processes to ensure planning documents address all aspects of the AC, including all achievement standards, and that the intended curriculum is enacted in all year levels.

Actively engage all teachers with the school's pedagogical expectations, building teacher capability to enhance the delivery of the AC for all learners.

Collaboratively develop a consistent whole-school approach to differentiation, initially focusing on Tier 1 support, ensuring the AC is accessible in teaching and learning.

Collaboratively develop a collegial engagement framework to systematise the coaching, mentoring, and observation and feedback processes, aligned to curriculum and pedagogy.

Align the annual strategic documents and create a greater synergy between targets and clearly articulated strategies for improving levels of student achievement.