

Toowoomba State High 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 **Toowoomba State High School** from **14 to 16 July 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

Alan Smith	Internal reviewer, EIB (review chair)
Jeff Barnett	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Stuart Street, Mt Lofty	
Education region:	Darling Downs South West Region	
Year levels:	Year 7 to Year 12	
Enrolment:	860	
Indigenous enrolment percentage:	10 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	957	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, nine Heads of Department (HOD), two deans, Head of Special Education Services (HOSES), two Business Managers (BM), two guidance officers, 31 teachers, seven teacher aides, three administration officers, School Based Youth Health Nurse (SBYHN), Community Education Counsellor (CEC), two scientific operations officers, two facilities officers, two cleaners, youth worker, Youth Support Coordinator (YSC), seven parents and 53 students.

Community and business groups:

- Parents and Citizens' Association (P&C) operations manager, two Clontarf Academy representatives and Beyond the Broncos representative.

Partner schools and other educational providers:

- Toowoomba East State School principal, Harlaxton State School principal and University of Southern Queensland (USQ) executive director.

Government and departmental representatives:

- Toowoomba Regional Council Mayor, State Member for Toowoomba North and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School pedagogical framework
Investing for Success 2021	Strategic Plan 2017-2021
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School Data Profile (Semester 1 2020)	School Online Reporting Dashboard (SORD)
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school has a long and proud history of delivering quality public education to the local community.

The school's motto, '*Labore et Honore*', translates to 'Through work comes honour'. The principal indicates this statement honours the rich tradition and history of the school's purpose, and is as appropriate today, as it was when initially developed in 1919. Staff members are committed to supporting students to excel in academic, cultural, sporting and citizenship pursuits.

The school is held in high regard by parents and the wider community.

Partnerships are established strategically to address identified student needs and to extend the college's capability to deliver comprehensive educational opportunities. Members of the community, parents, staff and students display pride in the school with a strong sense of belonging established.

Across the school, significant energy and attention is being focused on systematic curriculum delivery.

Particular emphasis is placed on thorough planning, rigorous assessment, and reliable reporting data. Students, parents and staff express high levels of satisfaction with the wide range of curriculum offerings at the school. A wide array of co-curricular and extracurricular activities are conducted by the school. Students speak highly of opportunities to be involved in academic, sporting and cultural activities.

School leaders understand the importance of building a professional team of highly skilled teachers to support student learning.

A shared belief that ongoing professional learning strengthens teacher capability and the refinement of teaching practice is apparent. The school has utilised the services of external expert facilitators to work intensively with small teams of teachers as the preferred model of providing Professional Development (PD). Teachers acknowledge the effectiveness of this professional learning model.

School leaders are focused on student attainment and student engagement.

Leaders are committed to fostering a culture of excellence and maximising student outcomes. Teachers are dedicated to contributing positively to students' learning and development. The principal acknowledges the need to strengthen Quality Assurance (QA) practices across the school to support the consistent and systematic enactment of the Explicit Improvement Agenda (EIA).



An Intensive English program has been developed over the past four years to support identified students.

These students are primarily from a Yazidi background who enrol with little or no experience of the English language. School leaders are presently planning for significant shift in how this three-stage Intensive English program will operate from 2022. Many teachers identify a level of concern that they do not have the required skill to meet the needs of these learners from an English as an Additional Language or Dialect (EAL/D) background.

School leaders have identified that highly effective teaching is the key for improving student learning throughout the school.

Teachers are committed to providing a highly stimulating, motivating, ordered and learning-focused environment. They acknowledge the importance of students being suitably engaged and appropriately challenged. High Impact Teaching (HIT) is the basis for pedagogical practice at the school. Teachers indicate a level of variability with regards to the aspects of 'professional practice' and 'feedback model and process' associated with the school's pedagogical framework.

School leaders are aware of the importance of fostering a positive school climate.

The school has policies and strategies to promote appropriate student behaviours and to maintain a learning environment that is safe, respectful, tolerant and inclusive. The school's Student Code of Conduct 2021-2023 is designed to facilitate high standards of behaviour so that the learning and teaching is effective in the school, and students are able to participate positively within the school community. Teachers and students describe variation in the interpretation and implementation of consistent student management processes.

The school has developed a range of programs and expertise to address student and staff needs.

This is reflected in the alignment of available resources to school-wide programs and strategies, with finances, personnel and facilities intentionally targeted to meet the needs associated with school priorities.

School leaders view the analysis and discussion of systematically collected data on student outcomes as essential to leadership of the school.

Leaders describe how data is used to inform school level decisions, interventions, and initiatives, aimed at best meeting the needs of students. Leaders describe the analysis of data to gauge overall school performance, provide evidence of trends over time, and inform comparisons with similar schools.

The school has a range of partnerships that support student learning and wellbeing.

These partnerships involve active connections with local businesses, community support agencies, sporting organisations, schools and other education and training institutions. Staff, parents and other members of the school community articulate that these partnerships are strong and well developed. All partners speak highly of their association with the school and



acknowledge that in the community the school works deliberately and purposefully to engage community members and organisations in an effort to further enhance student learning opportunities.



2.2 Key improvement strategies

Strengthen QA process and procedures to support the consistent and systematic enactment of the EIA across the school.

Prioritise the building of staff capability in providing quality support to meet the learning needs of EAL/D learners.

Develop and implement a strategic approach to quality assure the consistent and effective enactment of agreed pedagogical practices across the school, including formal observation and feedback for all teachers by school leaders.

Collaboratively review and clearly communicate roles and responsibilities, processes, expectations and consistent routines associated with the school's agreed student management processes.