

Toowoomba State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

The Toowoomba State High School community acknowledges the Traditional Custodians of this land, the Giabal and Jarowair people. We recognise their continuing connection to land, water and community and pay respect to Elders past, present and emerging.

About the school

Education region	Darling Downs South West Region
Year levels	Years 7 to 12
Enrolment	785
Aboriginal students and Torres Strait Islander students	14.3%
Students with disability	23.2%
Index of Community Socio-Educational Advantage (ICSEA) value	922

About the review

 4 reviewers from 27 to 29 May 2025	 186 participants	 90 school staff
 58 students	 28 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Strengthen line-of-sight processes, including ongoing instructional leadership practices to support consistent, sustained and successful enactment of strategic priorities.

Domain 6: Leading systematic curriculum implementation
Systematically enact moderation processes at multiple junctures to strengthen teachers’ understanding of curriculum and the role assessment plays.

Domain 2: Analysing and discussing data
Sharpen teachers’ capability in analysing and using data to inform classroom practice that improves learning outcomes for all students.

Domain 8: Implementing effective pedagogical practices
Build leaders’ and teachers’ knowledge and understanding of the 3 principles of pedagogy to support deliberate and responsive decisions that engage and challenge all learners.

Domain 7: Differentiating teaching and learning
Prioritise building teachers’ and teacher aides’ knowledge and understanding of differentiation to ensure all students are provided with appropriate learning opportunities and necessary support.

Establish processes and practices for implementing Individual Curriculum Plans and Queensland Certificate of Individual Achievement curriculum plans, aligned to K–12 curriculum, assessment and reporting framework requirements, to provide all students with equitable curriculum access.

Key affirmations



Staff, parents and students remark the strong connection between the school and the Toowoomba community contributes to a sense of shared pride in the school.

Parents and students speak appreciatively of the vibrant and plentiful extracurricular programs that operate within and beyond the school gates. They comment that these programs create valuable opportunities for students. Parents speak of the programs’ value in supporting their child to feel connected to the school community and develop knowledge and skills as a lifelong learner. Leaders and staff comment that partnerships with industry, universities and businesses support academic and vocational outcomes in the senior phase. Students express appreciation for the variety of subjects available to support them in preparing for and accessing their preferred post-school pathway.



Members of the school community emphasise a clear belief that every student is capable of successful learning, which supports a positive learning environment.

Parents highlight the significant time and effort teachers put in to support successful learning outcomes for students. Students celebrate the impact that recent changes to school routines have had in strengthening a positive learning environment. Students and parents speak appreciatively of how staff form trusting relationships with students to create a sense of belonging. Teachers affirm the importance of building positive relationships with students. Parents express appreciation for how the school provides a welcoming space for their child, with systems to support their learning and social and emotional needs. Students convey they value opportunities to celebrate their success.



Many staff refer to recent changes being implemented as the ‘right work for now’ to support student learning and engagement.

Staff express a strong commitment to supporting students to realise their potential, and emphasise their dedication to quality teaching and learning. Teachers speak appreciatively of the principal’s leadership and celebrate the current improvement initiatives. They value the care being taken to support staff to engage successfully with current changes, describing how the pace of change is being well managed by leaders. Many teachers discuss the positive impact of these changes on school culture and affirm their commitment to the current direction.



Staff describe the focus on ‘knowing our learners’ as valuable and as a key to improving student learning.

Leaders emphasise a strong commitment to the school-wide analysis and use of a range of data to inform practice and drive improvement priorities. Teachers and parents speak highly of the sharing of achievement, attendance and behaviour data. They appreciate the value of this data in informing school decision-making and celebrating progress and achievement. Teachers celebrate students’ growth as what they are most proud of in their school.