



# School Improvement Unit Report

## Toowong State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Toowong State School from 5 to 9 May 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	St Osyth Street, Toowong
<b>Education region:</b>	Metropolitan Region
<b>The school opened in:</b>	1880
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	263
<b>Indigenous enrolments:</b>	2 per cent
<b>Students with disability enrolments:</b>	12 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1123
<b>Year principal appointed:</b>	Principal (acting) Term 3 2015
<b>Number of teachers:</b>	12.72 (full-time equivalent)
<b>Nearby schools:</b>	Ithaca Creek State School, Bardon State School, Payne Road State School, Indooroopilly State High School
<b>Significant community partnerships:</b>	Deaf Services Queensland
<b>Unique school programs:</b>	Bilingual Bicultural Auslan English program



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and Head of Curriculum (HOC)
  - Support Teacher Literacy and Numeracy (STLaN)
  - Head of Special Education Services (HOSES) and master teacher
  - 20 teachers and 20 students
  - Three administration officers, three educational interpreters, three language models - Auslan
  - Eight teacher aides
  - Parents and Citizens' Association (P&C) president, vice president and past president
  - Tuckshop convenor and three community members

### 1.4 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Rebecca Hack	Peer reviewer
Ken Swan	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school is driven by a belief that every child will learn and achieve positive outcomes.

The school appreciates and values a broad range of cultural backgrounds and provides a highly regarded and unique bilingual, bicultural program for the deaf community.

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

The school is seen as a community hub. Staff and community members speak highly of the inclusiveness and family feel of the school.

- The principal and leadership team have developed and are driving a detailed and explicit improvement agenda to improve learning outcomes for students in reading comprehension.

The newly formed school leadership team has recently reviewed roles and responsibilities and documented these. A variable understanding of these roles by other staff members is apparent.

- The school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students.

The school faces an ongoing challenge of recruiting and retaining trained staff members who are able to meet the unique needs of the school.

- Teachers in the school have high levels of confidence in teaching in their fields and are eager to expand and improve their current teaching practice.

Teachers describe varying approaches and practices within-and-across teaching teams.

- A change process, led by the leadership team, is currently being undertaken to assist year levels to plan collaboratively and deliver the curriculum.

With the large proportion of new teaching staff in 2016, the Head of Curriculum (HOC) and other leaders are still transitioning staff members toward a more effective systematic delivery of the curriculum.

- The school has developed strong processes to embed consistent pedagogical practices relating to the teaching of reading comprehension, which is clearly evident in classrooms.

The current pedagogical framework does not accurately reflect the prevailing pedagogical approaches in classrooms.



## 2.2 Key improvement strategies

- Strengthen and document the roles of all members of the school leadership team, including instructional leadership responsibilities and communicate these to all members of the school community.
- Develop a common understanding of how effective and cohesive teams operate and structure opportunities for teachers to learn and work in-and-across year level teams.
- Review existing staff induction processes, incorporating feedback from new teachers.
- Revisit the school's pedagogical framework with staff, to ensure agreed practices for the school are apparent. Ensure quality feedback is defined and incorporated in the pedagogical framework of the school.
- Refine and document the newly developed processes for the improvement of reading comprehension with a view to transference to future improvement priorities.