

Toowong State School

Executive Summary





Acknowledgment of Country

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

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.





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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 **Toowong State School** from **13 to 17 March 2020**.

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)
Mark Winrow	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Saint Osyth Street, Toowong	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	377	
Indigenous enrolment percentage:	1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	12.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1133	
Year principal appointed:	2009	
Significant partner schools:	Yeerongpilly Early Childhood Development Program (ECDP), Indooroopilly State High School	
Significant community partnerships:	Parents and Citizens' Association (P&C), Toowong Outside School Hours Care (TOSHC), Deaf Community, Hear for Kids	
Significant school programs:	Bilingual Bicultural (Bi Bi) program, synthetic phonics – Read Write Inc., reading and writing, guided and close read, extension and engagement programs, interschool sport, You Can Do It! (YCDI), running club, Pullenvale Environmental Education Centre (PEEC), outreach program to regional Queensland, phonological fingerspelling and Auslan to Mareeba, Longreach, Western Cape College – Weipa and Moranbah State Schools, Creative Generation Dance and Signing Choir, Berry Street Education Model trauma-informed practice, afterschool programs including chess, Fit Tribe, Junior Engineers	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), literacy coach, Bi Bi data coach, 27 teachers, enrichment and engagement teacher, two Business Managers (BM), two administrative officers, eight teacher aides, four Auslan Language Models (ALM), three educational interpreters, one facilities officer, two cleaners, 55 students and 33 parents.

Community and business groups:

- Vice president of the P&C, tuckshop convenor and TOSHC coordinator.

Partner schools and other educational providers:

- Principal of Indooroopilly State High School and HOSES from Yeerongpilly Early Childhood Development Centre.

Government and departmental representatives:

- Councillor for Paddington Ward, State Member for Maiwar and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	2020 and 2019 School Priorities
Investing for Success 2020	Strategic Plan 2017-2020
School Opinion Survey	School Data Profile (Semester 1 2019)
OneSchool	Responsible Behaviour Plan for Students
OneNote curriculum files	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School newsletters and website
Whole School Approach to Teaching Writing	Headline Indicators (October 2019 release)
Chapter from Co-enrollment in Deaf Education, edited by Marc Marschark, Shirin Antia and Harry Knoors	Report Card and NAPLAN Update Semester 1 2019



2. Executive summary

2.1 Key findings

The recent staff professional learning has aligned to building staff capability in the teaching of writing.

The leadership team keeps informed of research to assist in determining the school's teaching practices. Teachers utilise a range of school-wide programs in the teaching of reading and writing. The school currently uses a variety of teaching strategies to drive student improvement in writing. Classrooms are supported regularly by members of the literacy team to ensure a consistent approach to the teaching of reading across the school.

Teaching practices reflect a school-wide commitment to an inclusive model of teaching and learning.

This is particularly apparent in the way the school caters for the diverse range of learning needs for deaf students in the Bilingual Bicultural (Bi Bi) program. Staff in Bi Bi classes collaborate daily in team meetings before school with the specific purpose of planning to deliver student-centred teaching and learning that best fits the needs of the students. Parents and representatives of the wider community acknowledge the inclusive culture of teaching and learning across the school.

The leadership team and teachers have developed a suite of curriculum documents providing teachers with information and resources for teaching the Australian Curriculum (AC).

The school is developing a coherent plan for curriculum delivery that will provide teachers with consistent teaching and learning expectations. The plan for the provision of the whole-curriculum is developed. The Year 3 and Year 4 year level overviews are developed. Year level overviews for other year levels are yet to be developed. A standardised unit planning template to support a more consistent, streamlined approach to planning is yet to be implemented. The whole-school curriculum plan is yet to reflect all elements of the P-12 curriculum, assessment and reporting framework (P-12 CARF).

Teachers meet fortnightly to unpack the units of work being taught and to continue to build teacher knowledge and understanding of the AC.

As different units of work have been developed, Guides to Making Judgements (GTMJ) are modified or created. Teachers work with their year level coordinators, colleagues or the deputy principal to develop or modify these GTMJs. Teacher knowledge of quality assessment tasks, GTMJs and their alignment with the achievement standards varies across the school. Internal moderation activities are focused on writing tasks across the school. External moderation practices are yet to occur.



The school is implementing a plan for the systematic collection of a range of student outcome data.

School leaders have developed an assessment framework that centres on teaching and learning with a focus on maximising student outcomes and developing learning and differentiation plans. The literacy coach regularly reviews this data to inform intervention programming that is implemented by teachers and support staff. Teachers articulate how they utilise reading data to group students for reading and inform the learning intent. The use of summative data to inform the next steps in teaching aspects of the AC is yet to consistently occur across the school.

An organisational chart outlines the areas of responsibility for each member of the leadership team.

Members of the leadership team indicate that the organisational chart has replaced the previous roles and responsibilities document. Staff recognise the different roles of the members of the leadership team and who they are required to go to for support. Some staff indicate concern regarding the level of workload of some members of the leadership team. The organisational chart is yet to identify the roles, responsibilities, timelines and accountabilities in relation to the Explicit Improvement Agenda (EIA).

Relationships between staff, students and parents are identified as highly respectful and supportive in building a culture of learning across the school.

Students genuinely embrace the diversity across the school. The school expectation of 'being kind' is enacted by the students as a daily practice. Senior students, with the support of their teacher, were successful in a grant application to install a buddy bench in the school. Prep students are supported in their introduction to the school by Year 5 buddies who visit and support weekly.

The P&C supports the school by raising funds for improved resources and through collaborative decision making.

Community events are held each term by the Parents and Citizens' Association (P&C) to raise funds and bring the community together. These events alternate between adult-centred, family-centred and child-centred activities. It is reported that all events are well attended. The P&C donated \$198 000 in 2019 to install a new playground, purchase 40 laptops and provide buses and hire of facilities for sporting carnivals.



2.2 Key improvement strategies

Develop and implement a whole-school curriculum, assessment and reporting plan, aligned to the AC learning areas and include all elements of the P-12 CARF.

Enhance teacher knowledge of planning, teaching and assessing the AC, including through systematic internal and external moderation activities.

Enhance the data literacy skills of teachers to analyse assessment data to monitor and inform the precise teaching and deep learning of the AC.

Review and refine the documentation of the roles, responsibilities and accountabilities of the leadership team, aligning it to the EIA and analysing the workload of members of the leadership team.