Toowoomba East State 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

Toowoomba East State School acknowledges the shared lands of the Jarowair and the Gaibal people.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	853
Indigenous enrolments	5.3%
Students with disability	10.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1068

About the review

4 reviewers from 23 to 25 July 2024	247 participants	68 school staff
142 students	28 parents and carers	9 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Establish processes for leaders to develop their instructional leadership capability and practices to strengthen line of sight into the implementation of the improvement agenda.

Develop processes for continuously monitoring the progress and measuring the impact of Annual Implementation Plan actions to support systematic implementation of the improvement agenda and inform refinements.

Domain 6: Leading systematic curriculum implementation
Strengthen opportunities for collaborative planning, aligning curriculum, pedagogy, differentiation and assessment, to further enhance teachers' knowledge, understanding and delivery of the Australian Curriculum.

Domain 8: Implementing effective pedagogical practices
Establish formalised processes and opportunities for staff to collaborate and discuss evidence-informed pedagogical practices to build a shared understanding and language about pedagogy.

Domain 5: Building an expert teaching team
Formalise processes for collaborative capability development, including Watching Others Work, peer observations and feedback, to maximise opportunities for teaching staff to learn from each other's practices.

Domain 7: Differentiating teaching and learning
Collaboratively develop a shared understanding of inclusive education to build on existing practices and provide learning opportunities that promote inclusion.

Key affirmations

The principal conveys trust in teachers' ability and experience to tailor their teaching to meet students' learning needs.

Leaders and parents describe a 'culture of learning' and comment that the teaching team is highly effective in supporting students to learn. Teachers recognise that students develop at different rates, and they seek to support every student to learn and achieve. They remark that they know their students and use this knowledge to inform teaching and learning decisions. Targeted interventions are in place for students identified as requiring additional support, including for high-achieving learners. Parents express appreciation for the care and attention staff dedicate to their child's diverse needs.

Staff, students and community members proudly speak of the school and its place within the community.

Staff, parents and past students convey pride in the school's long-held traditions. Parents value generational connections with the school that further embed a positive culture and reputation. Leaders describe the school as a significant contributor to a broad range of successful partnerships with parents and the community. The school is highly valued as a key agency in a number of initiatives with the community and local schools. Parents and community members describe the school as a 'school of choice'.

A culture of high expectations is integral to the school's identity.

Staff and students express they are committed to the expectations of, '*Best behaviour, Best manners and Best effort*'. Leaders describe how this is underpinned by the values in the Keys to Success program. Parents value the high expectations for behaviour supported through this framework. Staff discuss the collective responsibility of enacting high expectations aligned to consistent expectations and values.

Staff speak of using visible learning strategies to promote student agency.

Teachers and students describe how learning and 'Bump it up' walls support students to develop their assessment literacy. The leadership team has established clear expectations for using success criteria and exemplars in all classrooms. Students discuss how they value these learning tools to reach high levels of learning. Many teachers articulate an ongoing commitment to building and refining this practice to maximise student learning.