

Toowoomba East 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 **Toowoomba East State School** from **19 to 23 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

Anthony Palmer	Internal reviewer, EIB (review chair)
David Burns	Peer reviewer
Rob Lee	External reviewer



1.2 School context

Location:	Cnr Arthur and Mary Streets, Toowoomba	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	851	
Indigenous enrolment percentage:	5.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	2.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1059	
Year principal appointed:	Mid-2017	
Significant partner schools:	Toowoomba State High School, Wilsonton State School, Darling Heights State School, Middle Ridge State School	
Significant community partnerships:	Range Tennis Club, Chess Mates, Multicultural Australia, Camp Australia, Carbal Medical Services	
Significant school programs:	Sustainability Group, chess, chaplaincy, interschool sport, instrumental music, choirs, extension program, Ready Readers	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, two Heads of Curriculum (HOC), Business Manager (BM), three administration officers, 39 teachers, seven teacher aides, two cleaners, guidance officer, school chaplain, 41 parents and 81 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and Police-Citizens Youth Club (PCYC) officer-in-charge.

Partner schools and other educational providers:

- Principal of Toowoomba State High School.

Government and departmental representatives:

- State Member for Toowoomba North and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan Term 1 2020	Curriculum planning documents
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School assessment schedule	School Opinion Survey
School based curriculum, assessment and reporting framework	Headline Indicators (October 2019 release)
Report card and NAPLAN update Semester 1 2019	



2. Executive summary

2.1 Key findings

The school's motto 'Achieve with Pride' reflects the high expectations that the school holds for the learning of students.

The school has a strong culture of success, based on a belief that every student is capable of succeeding. School leaders, staff members and parents work closely to ensure that every student is successful. Extensive planning and programming across all areas are designed to provide students with the required conditions to ensure this occurs. High levels of trust are apparent across the school.

Teachers readily identify collegial support as a positive feature of the school.

The stability and experience of staff members engender a strong culture of collegiality and collaboration across the school. Year level groups of teacher cohorts work together to develop collaborative curriculum approaches and to support each other's professional practice. The collegial approach apparent within year level teams provides curriculum support for all teachers, including those new to the school and new to the year level. Staff members speak highly of the support they receive from colleagues.

The principal and school leadership team demonstrate a commitment to improving the learning outcomes for all students at the school.

The principal promotes a parallel leadership model for the school leadership team that meets regularly. Key accountabilities and actions of all school leaders, aligned to the Explicit Improvement Agenda (EIA), are yet to be fully explored and developed. The principal acknowledges the opportunity to align roles and responsibilities to instructional leadership expectations and accountabilities to quality assure school programs, strategies and practices.

Students at the school are highly motivated to learn and achieve.

Displays in all classrooms feature aspects of pedagogical processes and teaching strategies that support student understanding of the directionality of their learning. Learning walls are student-focused, aligned with assessment expectations, and written in student friendly language. 'Bump it up' walls and exemplars support all students in determining their next steps in learning. Teachers identify a range of drivers in their individual classrooms with decisions made based on the needs of students. There is a range of uptake of all of the key pedagogical practices.

The leadership team views the development of staff into an expert teaching team as integral to improving outcomes for all students.

Teachers across the school demonstrate high levels of confidence and capability, and articulate a willingness to continually enhance their teaching practice. Some teachers indicate that opportunities to receive individual feedback from classroom observations by



school leaders would assist in further developing their expertise. School leaders articulate coaching as an emerging approach with high value for future teacher capability building.

The school has developed a coherent and sequenced plan for the delivery of curriculum that makes clear what and when teachers should teach and students should learn.

The whole-school curriculum plan supports the consistency of teaching and learning across the school. Many staff have high level curriculum knowledge and skills in various aspects of learning areas aligned to the Australian Curriculum (AC). School leaders and staff articulate the desire to continue to deepen their knowledge of the AC to support student learning, including consideration of the general capabilities and delivery of cross-curriculum priorities.

Staff members articulate the belief that all students are capable of learning and achieving at their own rate with the provision of appropriate support.

The school operates an inclusive model, with individual and group withdrawal programs utilised when and as appropriate. The school has taken steps to review its current processes and practices to provide an inclusive education experience for all students, including students with disability. A shared vision for inclusive education across the school is yet to be fully articulated. The principal and school leaders acknowledge the importance of developing and communicating a whole-school approach to inclusion, aligned with current research and legislation.

Staff, students and parents speak highly of staff members, their ways of working and the impact they have on improving student outcomes.

Parents report that the principal and school staff are approachable, caring and solutions-focused. Parents share anecdotes of how the school has directly supported their child in times of need. Staff members articulate feeling well supported by the leadership team regarding their wellbeing and the wellbeing of students. Students speak of the willingness of staff to support their academic and social needs and the care they show in maintaining a safe, supportive and engaging learning environment.

Staff, students and parents articulate a strong sense of pride in the school.

Staff and parents comment positively regarding the presentation of the school grounds that are well maintained and feature tidy common areas, well-groomed open spaces and aesthetically pleasing landscaped garden areas. Heritage buildings are well maintained. A clever use of contemporary colours gives the school a fresh, modern and inviting feel.

Parents and community members express high levels of pride and satisfaction, in addition to recognising and acknowledging the value the school provides locally.

Parents feel welcome in the school and appreciate opportunities to volunteer their time in classrooms, tuckshop and at large school events such as fetes. Parents indicate they are well informed by the school and feel they are welcomed and valued in the education process. The school has a supportive P&C that is active in raising funds for the school.



There is a strong relationship between the directionality of the P&C and the aspirations of the school.



2.2 Key improvement strategies

Collaboratively review, document and communicate the roles and responsibilities of all school leaders, including key accountabilities and actions, to strengthen instructional leadership and support the school's EIA.

Review the school's pedagogical framework to ensure the integrity and consistency of classroom practices essential in underpinning the school's EIA.

Collaboratively develop a collegial engagement framework that includes modelling, observation, feedback and coaching to build staff confidence and capability aligned with the essential aspects of the school's EIA.

Deepen staff understanding of version 8 of the AC, including general capabilities and cross-curriculum priorities, through dedicated professional learning and existing school structures.

Collaboratively develop and communicate the shared vision, framework and plan for inclusive education at the school to ensure all students are able to achieve and succeed.