



School Improvement Unit Report

Toolooa State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Toolooa State High School from 18 to 21 April. 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

Location:	Phillip Street, South Gladstone
Education region:	Central Queensland Region
The school opened in:	1981
Year levels:	Year 7 to Year 12
Current school enrolment:	1010
Indigenous enrolments:	10 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	978
Year principal appointed:	July 2014
Number of teachers:	77.85 (full-time equivalent)
Nearby schools:	Gladstone South State School, Clinton State School, Kin Kora State School, Gladstone Central State School, Gladstone West State School, Clinton State School.
Significant community partnerships:	Education Queensland Industry Partnerships, Trade Training Centre – Gladstone High, Central Queensland University, Kin Kora State School and Gladstone South State School.as part of year 6 to 7 transitions
Unique school programs:	Toolooa House, Engineering Skills Centre, Flexi Centre – Year 10 students, Advanced Learners Challenge.



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 four days
- interviews with staff members, students, parents and community representatives, including:
 - Principal and three deputy principals
 - 10 Heads of Department (HODs), Head of Curriculum (HOC) and the Head of Special Education Services (HOSES)
 - Pedagogical coach.
 - Business Services Manager (BSM)
 - Two guidance officers, psychologist, chaplain, youth support coordinator and community education councillor.
 - 51 Teachers and 15 non-teaching staff
 - Two attendance officers
 - Tuckshop convenor
 - Senior and junior student leaders
 - Students in classes and in the playground
 - Parents and Citizens' Association (P&C) president and members.
 - Parents.
 - Principal Kin Kora State School and principal Gladstone South State School.
 - Gladstone Power Station – Engineering skills centre teacher



1.4 Review team

Jeff Major

Internal reviewer, SIU (review chair)

Julie-Ann McCullough

Peer reviewer

Trevor Gordon

External reviewer



2. Executive summary

2.1 Key findings

- The school is driving a defined and clearly articulated improvement agenda expressed with clear and specific targets and strategies with high expectations placed on all staff members and students.

The school Annual Improvement Plan (AIP) outlines three key priorities. These priorities are reading, writing and pedagogical approach. The pedagogical approach identified is Explicit Instruction (EI). This pedagogy is supported by a plan and a teacher is appointed as a pedagogical coach. Staff members understood these three areas of school focus for the year.

- School leaders and teachers communicate clearly that they expect all students to learn successfully and there are high expectations for student attendance, engagement and outcomes.

The values: *Respect*, *Achievement* and *Responsibility* are embedded in the culture of the school. Students and parents express a high level of confidence and trust in the school leadership and the staff of the school. Staff and student overall satisfaction is high and there is strong sense of pride and belonging in the school. Staff report a high degree of collegial support at the school.

- The principal and the school leadership team have given high priority to understanding and addressing the learning needs of students and are sourcing and applying resources to meet those needs.

Student wellbeing and achievement are high priorities of the school and significant financial and human resources are invested in these areas. A school-wide strategy has been developed to identify the specific student learning needs. School leaders and teachers have developed creative school wide programs to meet these identified learning needs.

- EI is evident in the 2016 AIP and teachers and students are able to articulate the key strategies that are being used consistently in the classroom.

The coaching model is being refined to further support teachers in the delivery of EI across the school. A schedule for coaching support across the school and a whole-school approach to observation and feedback are yet to be developed.



- Processes are in place to ensure that the curriculum is monitored and reviewed.

Collaboration with teaching staff members in how the curriculum is monitored and reviewed is yet to occur.

- Differentiation is yet to occur consistently across all classrooms.

Teachers base their differentiation on their analysis of their class at the start of the year using the *Know your class* process. Some staff members have indicated that they would like to see stronger focus on differentiation strategies for the full range of students in their class.

- The school leadership team and staff members have a clear focus on supporting students to access success.

Multiple pathways are available for students to transition to the Flexi School, Trade Training Centre at Gladstone High and to access traineeships and apprentices from Year 10. However, there are opportunities for accelerating students where appropriate and providing extension programs.

- The school has developed significant local industry partnerships allowing students several high quality programs to support transition to the workforce.

Formal processes to review and evaluate key partnerships are yet to be developed.



2.2 Key improvement strategies

- Continue to embed reading and writing strategies to improve outcomes and review the impact these strategies are having on student outcomes over time.
- Develop a whole school approach to coaching, making observations and providing feedback to teachers.
- Provide teachers with professional development in effective differentiation strategies for all students.
- Review the procedures used by the Curriculum Excellence team to ensure a collaborative and consultative review process.
- Document a review process to monitor the effectiveness of partnerships in engaging students and providing improved outcomes.