Toolooa State High 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

Toolooa State High School acknowledges the shared lands of the Byellee, Gurang, Gooreng Gooreng and Taribelang Bunda people.

About the school

Education region	Central Queensland Region
Year levels	Years 7 to 12
Enrolment	1166
Indigenous enrolments	15.2%
Students with disability	18.6%
Index of Community Socio-Educational Advantage (ICSEA) value	955

About the review

4 reviewers from 20 to 23 August 2024	266 participants	104 school staff
123 students	30 parents and carers	9 community members and stakeholders

Key improvement strategies

Domain 3: Promoting a culture of learning
Review and strengthen communication processes to ensure clarity of school priorities and processes.

Domain 1: Driving an explicit improvement agenda
Collaboratively review and refine the Explicit Improvement Agenda (EIA) to ensure it remains concise, relevant and responsive to the evolving needs of the school.

Domain 8: Implementing effective pedagogical practices
Prioritise opportunities for professional conversations about a broader range of effective pedagogies to meet the learning needs of students.

Prioritise opportunities for evaluating the impact of pedagogies on groups and individual students to determine which teaching practices are helping which students.

Key affirmations

Staff, parents and community members highlight an extensive range of established partnerships that benefit student wellbeing, learning and transition to post-school destinations.

Staff and students speak highly of how the school drives best practice in the cluster by sharing resources. Leaders indicate the Gladstone Area State Secondary School Industry Partnership Program (GASSSIP) allows regional schools to pool their resources effectively. This program has successfully placed 690 students in work experience and manages pre-apprenticeship programs and School-based Apprenticeships and Traineeships (SATs) for all schools in the cluster. Principals and curriculum leaders describe inter-school collaboration to deliver specialist curriculum in an innovative online platform.

Staff, students, parents and community members express pride in the school and describe a focus on continuous improvement.

Staff describe a strong attachment to the school and a belief that every student is capable of success. They identify programs promote connectedness for all stakeholders. Staff and students describe a strong focus on student wellbeing. Students, parents and staff speak highly of the extensive array of student services and wraparound approaches targeted to support student engagement and wellbeing.

Staff speak of a comprehensive and detailed curriculum quality assurance process.

Staff speak of a supportive and consistent process of peer review to align curriculum, pedagogy and assessment in subjects against consistently implemented and school-based standards. Leaders convey the Curriculum Excellence Teams (CET) process identifies improvement trends over time and initiates Professional Development (PD) opportunities to build teachers' and leaders' capability.

Leaders highlight developing a team of highly capable teachers is a focus.

Staff express they value the culture of collaboration, sharing and teamwork which is supported through faculties. Leaders highlight deliberate timetabling decisions that provide collaborative time for teachers to work on planning, data analysis and moderation. They emphasise the importance of this time in collaboratively developing curriculum and pedagogy. They explain the collaborative time is essential in driving school improvement priorities. Staff highlight an embedded culture of observations and feedback, and coaching. Teachers express they value the strong focus on professional learning and speak about the positive impact on their teaching.

Leaders speak of a strong data culture where analysing achievement, behaviour, effort and attendance data is used to drive decision-making.

Teachers describe using a range of data sets to develop Know Your Class (KYC) sheets. They relay collaborative time is set aside at the start of the year and at the beginning of each term to review and update the KYC sheet. Leaders speak of tracking Queensland Certificate of Education (QCE) progress for Years 11 and 12 students. Staff highlight the success of senior tracking and case management with 100% attainment of QCE over the last 4 years.