

Toowoomba North 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 reviews, 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

We acknowledge the shared lands of the Toowoomba Region and the Giabal and Jarowiar people.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	235
Indigenous enrolments	21.3%
Students with disability	10.6%
Index of Community Socio-Educational Advantage (ICSEA) value	915

About the review

 3 reviewers from 16 to 18 April 2024	 170 participants	 35 school staff
 94 students	 37 parents and carers	 6 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Refine the improvement agenda, including measurable targets, timelines, and roles and responsibilities, to drive the implementation of prioritised strategies and monitor their impact on student learning.</p> <p>Domain 6: Leading systematic curriculum implementation Review the whole-school curriculum plan and its implementation to ensure planning and delivery aligns with the P-12 curriculum, assessment and reporting framework (P-12 Framework).</p> <p>Domain 8: Implementing effective pedagogical practices Establish opportunities for professional conversations and reflection to support a shared understanding and language about pedagogy.</p> <p>Implement an evidence-based school-wide reading framework to ensure the consistent teaching of reading through the Australian Curriculum (AC).</p> <p>Domain 7: Differentiating teaching and learning Review processes for providing extension for high-achieving students and support for English as an Additional Language or Dialect (EAL/D) learners to ensure they can successfully progress through the curriculum with tailored teaching and learning.</p> <p>Domain 5: Building an expert teaching team Collaboratively review the effectiveness of current induction processes to strengthen the support and build capability for new staff.</p>

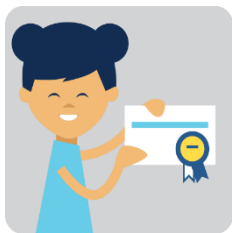
Key affirmations

Staff describe the school as having a welcoming learning environment, and positive relationships with families have been established.



Staff convey shared optimism for the future of the school regarding teaching, learning and wellbeing. Teachers, students and families describe the school as a caring and supportive environment. Parents and staff appreciate the well-maintained buildings and grounds that create a positive feel for the school. In the 2023 School Opinion Survey (SOS), 94.4% of parents agree that this school has a strong sense of community.

Teaching staff work collegially to support effective teaching and learning.



Leaders and teachers strive to provide opportunities for contextualised learning for all students. Staff express a shared belief in ongoing professional learning. Leaders value research and use it to make informed decisions about teaching and learning. Staff comment that they strive to create a learning environment that supports all students to achieve. Teachers express appreciation for opportunities to work together to improve teaching and learning. In the 2023 SOS, 100% of students agreed that their teacher expects them to do their best.

Parents and staff actively promote a strong culture of inclusion.



Staff prioritise building positive relationships with students to support learning engagement and wellbeing. An active Parents and Citizens' Association (P&C) collaborates to support student learning and create a sense of belonging in the school community. Parents are appreciative of the support for Aboriginal students and Torres Strait Islander students, and students from diverse cultural backgrounds. The 2023 SOS indicates 100% of parents appreciate opportunities to celebrate student achievement, and 100% of staff agree with the statement, 'This school has an inclusive culture where diversity is valued and respected'.

Leaders promote the use of data to drive decisions and inform effective teaching and learning.



Leaders comment that they share individual student data and goals with parents. Teachers and leaders articulate that they collect and analyse a range of formative and diagnostic assessment data for oral language, reading, spelling and engagement. Leaders articulate that they systematically triangulate data sets to confirm learning levels and progress. In the 2023 SOS, 100% of staff agree with the statement that 'I modify my teaching practice after reviewing student assessment data'.