

Torquay State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Torquay State School** from **13 to 15 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

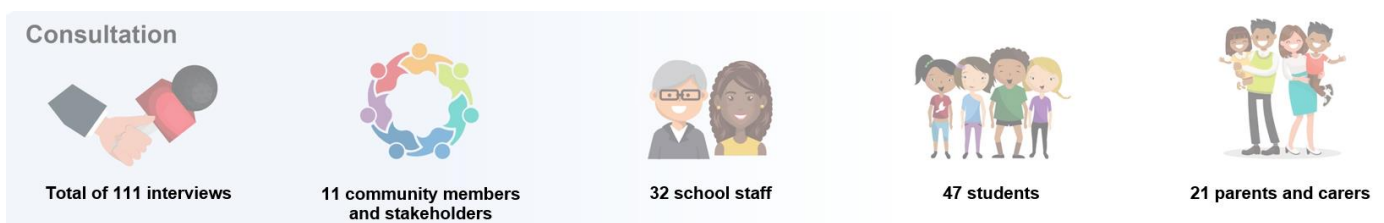
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Keith Graham	Internal reviewer, SRR (review chair)
Kylie Cochran	Peer reviewer
John Collins	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Butchulla We acknowledge the shared lands of Butchulla people and the Butchulla Language.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	193
Indigenous enrolment percentage:	21%
Students with disability percentage:	26%
Index of Community Socio-Educational Advantage (ICSEA) value:	910

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **22 to 24 October 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 952 and the school enrolment was 408 with an Indigenous enrolment of 22.3% and a student with disability enrolment of 10.5%.

The key improvement strategies recommended in the review are listed below.

- Develop collective ownership and belief in the agreed whole-school approaches for effectively managing student behaviour that enable consistent implementation, maintain high expectations and promote higher levels of stakeholder satisfaction. (Domain 3)
- Enhance the professional culture of the school by collaboratively developing, implementing and monitoring strategies to ensure appropriate levels of collaboration, consultation and communication are implemented to maintain high levels of staff member morale and wellbeing. (Domain 3)
- Continue to develop and adapt curriculum units across all learning areas aligned to the Australian Curriculum (AC) that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards. (Domain 6)
- Refine the Explicit Improvement Agenda (EIA) to have a narrow and sharp focus and support teachers to implement agreed strategies that are regularly monitored by school leaders to promote high levels of consistent practice. (Domain 1)
- Strengthen the culture of self-evaluation and reflection to enable deeper discussions of data, generate strategies for continuous improvement through differentiated teaching, and monitor progress over time. (Domain 2)

2. Executive summary

2.1 Key affirmations

School priorities are explicit, widely known and supported by staff.

This year's priorities are clearly defined, understood and supported by staff. The principal and staff members have collaboratively developed the 2023 Annual Implementation Plan (AIP) to guide and implement the school direction. The AIP highlights three improvement priorities known locally as ABC – Academic achievement, Behaviour support and Community engagement. Staff have deep knowledge of these improvement priorities.

Staff speak of strong collegiality and a sense of togetherness.

Staff members speak highly of each other and of the way they work together to improve student outcomes. Staff are committed to developing a cohesive, professional team of highly capable teaching and non-teaching staff to enhance wellbeing and learning outcomes for all students. Teachers comment that they work collegially with year level colleagues to share planning, resources and teaching strategies.

A culture of collaboration where staff feel valued and have a voice in school direction.

Staff share their appreciation for the consultative approach taken by the leadership team this year. Many staff share satisfaction that their voice is being sought and valued, and appreciate having input into decision-making processes. They articulate that they feel heard and have been actively engaged in contributing to the school strategic direction.

A commitment to developing authentic connections to the local Butchulla community.

Staff and local community members speak highly of the partnerships with local First Nations Elders to co-design initiatives that enhance learning outcomes for all students. Leaders describe how First Nation culture is being integrated into the school fabric through cultural and sporting programs which enhance student leadership, cultural identity and harmony. The principal and students value the impact of these programs in developing a strong connection to the land, family, community and learning, and on developing staff cultural capabilities.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Review the Positive Behaviour for Learning (PBL) aligned whole-school approach to behaviour support to enhance clarification of expectations and responsibilities, and build consistency with agreed processes and practices.

Domain 8: Effective pedagogical practices

Review the existing collegial engagement framework to facilitate teacher reflection on effective pedagogical approaches and leaders to implement agreed processes to quality assure teaching practices.

Domain 7: Differentiated teaching and learning

Develop a whole-school approach to differentiated teaching and learning to enhance teacher understanding of focused and intensive teaching and facilitate opportunities for all students to achieve success.

Domain 6: Systematic curriculum delivery

Develop an instructional leadership model that enables leaders to work alongside teachers in and out of the classroom to enhance curriculum delivery.

Domain 3: A culture that promotes learning

Develop a staff wellbeing framework to provide a platform to formalise staff support and strengthen wellbeing outcomes.