

Toowong State School

Triennial School Review

2006 -2008

School Context

Toowong is a beautiful historic school tucked away on a quiet suburban hill. It is a small supportive school that successfully provides an accepting, caring and tolerant learning environment.

The school grounds are comfortably large and contain a netball court and playing fields. We have two adventure playgrounds and an environmental area with native trees and bushes.

There are approximately 230 students attending Toowong State School. Most of these students live within the Toowong catchment. Our student population is culturally rich and diverse with 20% of students receiving ESL support.

Toowong State School offers a world class Bilingual Bicultural program which supports learning for deaf students and enhances learning for hearing students. The program began in 2000 with one deaf student and now has many more students and also has significant interest and support from the Deaf community because of its unique approach.

ICT learning by students has progressed rapidly in the last three years due to significant improvements in infrastructure, resourcing and teacher professional learning. The school boasts a well resourced computer lab and resource centre, data point and wireless infrastructure across the school and laptop resources. Students across all year levels have been engaged through the innovative use of ICT

Toowong State School has a multi – age philosophy which allows teachers to support student learning and extend student talents. Our classes are structured across year levels to enable this philosophy. Teacher’s knowledge, skills and understandings of curriculum balanced with a negotiated curriculum approach have created learning environments where student engagement and motivation is high.

School Highlights

Learning	Schools	Workforce
<ul style="list-style-type: none"> • Student results in Years 3, 5 and 7 test above State Mean • Entering and Winning Robo – Cup Competition • Implementing Early Years Curriculum and Preparatory year of Schooling • Implement QCAR and developed school programs • School Band – Gold performance Brisbane Schools Band Competition • Students achieving excellent results on International Assessment • Showcased student art abilities in Toowong Art Show • Developed quality ESL program to support International student learning • Showcased student talents through Optiminds • Auslan Signing Choir 	<ul style="list-style-type: none"> • Redesigned Resource Centre to include learning area with Interactive Whiteboard technology • New Computer lab with 28 computers and furniture was established. • A new Prep Area building was constructed • New adventure play areas for students • Wireless technology and laptops for upper primary • Developed school website which improved communication and parent satisfaction • Increased student leadership through Library monitors program 	<ul style="list-style-type: none"> • Implemented – Developing Performance Framework alongside Professional Standards for Teachers • Teachers develop professional learning agreements • Teacher Aide and Auslan Language Model – timetabled weekly meetings to provide professional learning • Developed bilingual and bicultural pedagogy • Staff professional development <ul style="list-style-type: none"> ✓ Middle phase of learning ✓ Early years philosophy ✓ ICT ✓ Literacy ✓ Numeracy ✓ Negotiated curriculum

Achievement of Strategic Directions

Strategic Direction	Achievements
<p>Review, implement a cohesive and inclusive curriculum framework for all students</p> <p>All students are positively and productively engaged. student's individual needs are met through effective negotiated curriculum implementation</p> <p>Students acquire skills for life long learning</p>	<ul style="list-style-type: none"> • Developed Early Years philosophy and implemented Early Years Curriculum • Developed school tracking processes and linked to new reporting • Developed Curriculum Framework across 2 year cycle / 8 integrated units for all levels • Bilingual / Bicultural program refined to meet Prep – Year 7 student needs for deaf and hearing students • Refined ESL program to cater effectively for international students • EAP established and monitored by HOSES • Developed and enhanced school website • Assessment and reporting practices aligned to QCAR initiatives and shared understanding of processes and outcomes
<p>Principal and leadership team to develop an understanding within the school community of curriculum and the pedagogical philosophy that underpins it.</p> <p>Develop a partnership between parents, students and staff to secure learning for the future</p>	<ul style="list-style-type: none"> • Staff skilled in Middle Phase of Learning strategies • Developed alliances with feeder high schools • Provided community Auslan courses • Improved facilities <ul style="list-style-type: none"> ✓ New Prep rooms ✓ Soft fall and play area for Prep students ✓ relocation of TOSCH to lower oval meeting ✓ Licensing and accreditation of TOSCH ✓ New tennis court and cricket practice wicket ✓ New adventure playground ✓ Resource centre with interactive whiteboard ✓ Computer lab
<p>Increase leadership density in teaching and ancillary staff through PD and collaborative decision making</p> <p>Create collaborative teams between staff and community</p> <p>Introduce community and student enrichment programs to strengthen the role schools play as hubs for life long learners</p>	<ul style="list-style-type: none"> • Positive staff morale achieved in School Opinion Survey • Increased staff leadership density with mentoring, peer and co-teaching • Collaborative school decision making framework developed • Introduced student leadership through Library Monitors • Community and staff Auslan classes after school

D2010 Performance & 2010 Targets

Performance Indicator	2005	2006	2007	2008
Percentages of students not requiring additional support for each area of the Yr 2 Diagnostic Net: Reading	59.5	82.8	74.2	91.7
Percentages of students not requiring additional support for each area of the Yr 2 Diagnostic Net: Writing	78.4	96.6	77.4	87.5
Percentages of students not requiring additional support for each area of the Yr 2 Diagnostic Net: Number	83.8	89.7	83.9	62.5
Percentage of students achieving national Year 3 Reading benchmarks	93.9	90.3	93.9	NAPLAN
Percentage of students achieving national Year 3 Writing benchmarks	93.9	90.3	90.9	NAPLAN
Percentage of students achieving national Year 3 Numeracy benchmarks	97.0	93.5	93.9	NAPLAN
Percentage of students achieving national Year 5 Reading benchmarks	85.4	84.8	79.3	NAPLAN
Percentage of students achieving national Year 5 Writing benchmarks	90.2	87.9	89.7	NAPLAN
Percentage of students achieving national Year 5 Numeracy benchmarks	85.4	97.1	93.1	NAPLAN
Percentage of students achieving national Year 7 Reading benchmarks	93.3	100	84.2	NAPLAN
Percentage of students achieving national Year 7 Writing benchmarks	93.3	100	89.5	NAPLAN
Percentage of students achieving national Year 7 Numeracy benchmarks	96.8	90.9	81.6	NAPLAN
Percentage of students and parents/caregivers satisfied that they are getting a good education at school	91.4	92.9	69.1	75.5
	81.4	74.2	61.1	82.2
Percentage of parents/caregivers satisfied that the school is a good school	85.7	83.9	78.4	89.3
Percentage of workforce engaged in professional development opportunities	76	80.6	81.5	80

National Assessment Program Year Level Results

Year 3

	Whole School		Boys		Girls		LBOTE		Indigenous	
	School	State	School	State	School	State	School	State	School	State
Numeracy	385	368	394	371	376	364	350	356		
Reading	386	372	384	365	388	380	358	354		
Writing	376	391	373	378	379	405	343	381		
Spelling	365	366	360	357	369	375	367	369		
Grammar & Punctuation	387	370	367	360	404	380	359	351		

Year 5

	Whole School		Boys		Girls		LBOTE		Indigenous	
	School	State	School	State	School	State	School	State	School	State
Numeracy	507	457	539	463	484	452	492	451	499	410
Reading	504	467	520	461	492	473	448	447	489	411
Writing	511	468	532	454	495	483	494	462	480	419
Spelling	493	461	493	452	493	471	490	467	501	424
Grammar & Punctuation	514	477	537	466	496	489	440	453	486	415

Year 7

	Whole School		Boys		Girls		LBOTE		Indigenous	
	School	State	School	State	School	State	School	State	School	State
Numeracy	580	540	597	546	571	533	590	534	465	486
Reading	579	529	576	524	580	534	570	507	529	473
Writing	569	521	581	506	564	537	575	511	495	468
Spelling	560	527	566	517	557	538	574	530	502	485
Grammar & Punctuation	565	519	539	508	578	530	584	498	434	458

Triennial School Review Process

Community awareness

The community was informed of the Triennial School Review process from the beginning of the year. Information describing the purpose, process and timelines were detailed in school newsletters, P and C meetings, School assembly and staff meetings.

Committee members and representation

The representation for the Triennial School Review was discussed and decided through a P & C meeting. Six members of the school community were selected to lead the process. Principal – Brendon Madden, Head of curriculum - Leigh Hobart, Head of Special Education – Michelle O’Connor, P & C President – Catherine Rees, P& C representative – Jimsie Varghese and Catherine Renkin. The committee met on two occasions. The first meeting outlined and developed the process and the second meeting was to synthesise the information. The draft documents were emailed to committee members for discussion and or correction.

Data Gathering

Results from the Years 3, 5 and 7 and NAPLAN tests were analysed and discussed by teachers to identify any trends for improvement. The synthesised information was tabled through the TSR meeting.

Community Consultation

The consultation process was developed in order to galvanise the school community and define a common school vision.

1. All teachers participated in two sessions. In the first session teachers discussed the previous Strategic Plan and the success of the key strategies and outcomes. They then were involved in activities to facilitate creative thinking and to draw a picture of their “ideal classroom”. In the second session teachers were asked to use the picture of their ideal classroom to list and describe their view of Toowong State School’s priorities for the next three years.
2. Teacher Aides and Language Assistants were involved in sessions where they were required to list and describe their priorities for Toowong State School for the next three years.
3. The Student Council were consulted in a student council meeting. They were asked to list their ideas under three headings. Negative and positive things about Toowong State School and what should school at Toowong State School be like in the future. These ideas were scribed and were used to scaffold information for classroom discussions.
4. The Student Council leaders visited classrooms and posed the same questions. They read their ideas and asked students to give their ideas. The ideas of each of the classrooms was scribed and added to the information.
5. Two community meetings were held. The first was held in an evening session. To support Deaf families an interpreter was employed. The first activity required parents to work in groups to identify the negative aspects of Toowong State School and what required improvement. These ideas were scribed and collected. The next activity required parents to list and discuss Toowong State School’s positive aspects - what was successful and needed to continue. The final activity required parents to draw, write words and describe a preferred future vision for Toowong State School. These drawings were discussed and the ideas collected.

6. The second meeting was held on a Friday morning to encourage parents from international, English as a second language and other parents unable to attend an evening session the opportunity to participate. The parents in this session also participated in activities around – What do we need to improve? What are we doing well? What are the opportunities for the future? The information was collected.
7. A survey using the information collected from the first parent meeting was developed and offered to parents through meetings face to face with teachers, emails or telephone discussions. The survey responses were collected.

Synthesising the data

1. All the comments, suggestions and priorities were typed.
2. At the final TSR meeting members organised each of the suggestions using a common theme. Nine main themes emerged from the sorting process. The nine main themes were synthesised into nine school priorities from which the school strategic plan was developed.
3. The school strategic plan was developed further into key strategies using suggestions from the TSR surveys, data from the Years 3, 5 & 7 test, NAPLAN, QCAT's and Diagnostic Net data and the School Opinion Survey.

Major Findings

- The 2005 -2008 School Strategic Plan format was not aligned to a school vision and identified too many key strategies and outcomes.
- Results on the 3, 5 and 7 test results from 2005 to 2008 have mostly been above state means. Recent trends identify school results in Writing as being not as successful as Reading and Numeracy.
- NAPLAN
 - Year 7 results indicate School means were above State means in most areas.
 - The data records one aboriginal student results below Indigenous means for Numeracy.
 - Year 5 student results are above State means in most areas.
 - Year 5 LBOTE results in Reading and Grammar and Punctuation at or below State means
 - The Year 3 student results are at State means in most areas.
 - Year 3 Writing and Spelling are below State means.
 - LBOTE results are below State means in Numeracy, Writing and Spelling.
- Trends in the School Opinion Survey indicate student satisfaction declining
- Parents and Staff opinion survey indicate satisfactory levels of satisfaction
- The school surveys identified high levels of agreement around several key issues
- These key issues aligned with parent, student and staff satisfaction and dissatisfaction in the School Opinion Survey

Recommendations

- Develop a Toowong State School Curriculum Framework which provides the basics and also extends talented students
- Provide opportunities for students to learn through ICT
- Improve outcomes and promote the Bilingual Bicultural program
- Improve communication and opportunities for parents to be involved in the school
- Clean up and tidy school grounds
- Reduce staff changes
- Improve staff communication and recognition
- Provide relevant and appropriate professional development
- **NAPLAN**
 - Monitor students below National Benchmarks
 - Teacher analyse student response to questions and develop classroom adjustments in planning and teaching.
 - Consider student needs for class structures in 2009.
 - Implement whole school spelling program.
 - Year 4 focus on spelling and writing in 2009.
 - Focus on teaching reading skills all year levels – inferential comprehension.
 - Revision of maths program to resource / teach with a more problem solving focus.
 - Additional support allocation for LBOTE students in Year 4 in 2009.

School Priorities 2009 - 2011

Learning

- Creating a Curriculum Framework that develops the basics and capitalises on student talent to extend learning.
- Enhancing student learning using ICT and developing skills for the 21st century
- Refining and promoting a world class bilingual-bicultural program.

Schools

- Creating an environment where all members of the school community feel happy and safe.
- Quality facilities that are clean, green and environmentally sustainable.
- A well informed and spirited school community actively involved in enhancing student learning.

Workforce

- Stabilised and unified staff committed to teaching and learning.
- Effective systems that support teaching and learning.
- Professional learning community who practise lifelong learning.