

# Thuringowa 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

Thuringowa State High School acknowledges the shared lands of the Bindal and the neighbouring Wulgurukaba peoples, the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	North Queensland Region
Year levels	Years 7 to 12
Enrolment	670
Aboriginal students and Torres Strait Islander students	42.9%
Students with disability	23.4%
Index of Community Socio-Educational Advantage (ICSEA) value	849

### About the review

 <p>3 reviewers from 25 to 27 March 2025</p>	 <p>119 participants</p>	 <p>62 school staff</p>
 <p>37 students</p>	 <p>11 parents and carers</p>	 <p>9 community members and stakeholders</p>

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**

Prioritise opportunities for leaders’ purposeful visibility in classrooms to enable clear line of sight of the improvement agenda and build collective capability in priority areas.

**Domain 6: Leading systematic curriculum implementation**

Sharpen leaders’ and teachers’ understanding of the K–12 curriculum, assessment and reporting framework (K–12 Framework) requirements to build shared knowledge and capability in curriculum planning and assessment.

**Domain 8: Implementing effective pedagogical practices**

Develop leaders’ and teachers’ capability in using the principles of pedagogy to determine pedagogical practices and teaching strategies most appropriate for meeting students’ learning needs.

**Domain 7: Differentiating teaching and learning**

Collaboratively review agreed school-wide approaches to differentiating teaching and learning to align processes and practices with the K–12 Framework requirements.

**Domain 3: Promoting a culture of learning**

Strengthen the multi-tiered system of supports in meeting the individual learning, wellbeing and attendance needs of every student to enhance and sustain a school-wide culture of learning.

**Domain 9: Building school-community partnerships**

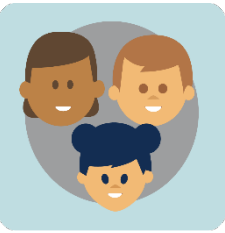
Strengthen transition processes for First Nations students at all junctures to maximise engagement and retention, supporting successful post-school pathways.

### Key affirmations



**Leaders emphasise their commitment to a sharp and narrow improvement agenda that provides clarity and clear direction for all.**

Leaders describe their sense of collective responsibility and working together with staff to identify and enact improvement priorities. They highlight how everyone has a clear role, responsibility and accountability for elements of the strategic focus. Heads of Department express they value the strategic focus of line management meetings aligned to the improvement priorities. They convey appreciation for the systematic rollout of the strategic agenda and its provision of a clear and united direction. Teachers articulate they clearly know and understand how the strategic focus aligns to their day-to-day work.



**Staff speak of students being at the heart of their work, which fosters strong relationships and builds a culture of support.**

The principal speaks of the strong culture and ethos of support for students. Staff articulate they place a high priority on building and maintaining positive and caring relationships between staff and students. They convey a belief that this is the foundation for successful student engagement in learning. Students highlight the support they receive from teachers, and the cultural acceptance and connection with each other, as aspects of the school’s ethos they strongly value. Parents express appreciation for the care shown for their child.



**Staff celebrate a strong culture of collegiality, conveying they feel valued and part of a strong school community.**

Staff speak appreciatively of the support they receive from their colleagues and the principal. They celebrate the priority placed on their wellbeing, and praise the efforts of colleagues who conduct regular check-ins with other staff members and arrange a term wellbeing calendar of events. Staff highlight this has positively impacted staff morale. Students express they value the opportunity to contribute to the strong school culture through the work of the Student Representative Council. Students appreciate the voice they are given and are excited about their contributions to the school community.



**Leaders and teachers describe their focus on ongoing growth and development that fosters a collective commitment to continuous improvement.**

Leaders and teachers discuss engaging in the Setting Professional Goals process each year. They explain that teachers and leaders set 3 goals and align their professional learning requests with these goals. Leaders celebrate developing and implementing a Beginning Teacher, Permission to Teach and new teacher induction program. Beginning teachers express appreciation for the opportunity to co-construct the induction program’s agenda, noting that this allows them to access professional learning at their self-identified point of need and builds their confidence and capability. Teachers express support for the Annual Implementation Plan focus on pedagogical practice and describe how it will further enhance curriculum enactment and student engagement with learning.

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