

The Gap State High School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students’ learning and wellbeing. This evaluation is then validated by Reviews and School Improvement through community consultation.







Acknowledgement of Country

The Gap State High School acknowledges the Traditional Custodians, the Turrbal and Jagera people, of the land where we walk and work and pay our respects to Elders past, present and emerging. We recognise their custodianship and role in caring for and maintaining Country over thousands of years. May their strength and wisdom be with us always.

About the school

Education region	Metropolitan North Region
Year levels	Year 7 to 12
Enrolment	1712
Aboriginal students and Torres Strait Islander students	1.3%
Students with disability	23.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1122

About the review

 4 reviewers from 21 to 22 July 2025	 31 interviews	 182 school staff
 68 students	 43 staff and student group interviews	 15 parents and community members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and Reviews and School Improvement validation.

Domain 3: Promoting a culture of learning
Strengthen opportunities for students to contribute and lead teaching, learning and wellbeing priorities to enhance student agency, decision making and participation in school priorities.

Domain 8: Implementing effective pedagogical practices
Review and broaden teachers’ understanding of the 3 principles of pedagogy to inform the selection of curriculum and learning-appropriate pedagogies, including digital pedagogies, to meet the needs of all learners.

Domain 7: Differentiating teaching and learning
Sharpen professional learning to build staff capability in high-impact differentiation strategies, focusing on support for diverse learning needs and ensuring all students are appropriately engaged, challenged and extended.

Domain 5: Building an expert teaching team
Formalise consistent opportunities for coaching, peer observation, instructional rounds and modelling to enhance teaching and learning practice, and further strengthen collegial engagement.

Domain 3: Promoting a culture of learning
Review school-wide behaviour expectations and communication protocols to ensure strategies are consistent, proactive and support positive teacher and student relationships.

Key affirmations



Teachers affirm the ‘Teaching for Innovative Learning and Engagement’ (TILE) framework as a respected, supported reference resource that promotes a common language and shapes collaborative decisions about pedagogy.

Teachers and leaders value using TILE when planning effective teaching and learning experiences during ‘Time for Teachers’ (T4T). They describe how staff meetings, coaching and instructional routines support the shared understanding of evidence-based strategies. Early career teachers speak highly of TILE as a well-referenced resource which provides a menu of strategies and implementation advice. Leaders highlight the student agency and foundation for deep discussions about pedagogy TILE promotes. Students refer to a range of consistent pedagogical practices used in their classrooms.



Leaders and teachers highlight how collective ownership of the Explicit Improvement Agenda (EIA) informs and drives improvements in staff capability and outcomes for all students.

Staff highlight leaders’ embedded processes for co-developing, promoting, and monitoring the EIA. They affirm a common understanding of the EIA and articulate their responsibilities in enacting school priorities. Leaders and teachers describe consistently using an evidence-informed change management process to implement strategic initiatives, which has enabled them to trial approaches, refine models and differentiate staff capability development. Staff celebrate the T4T initiative resulting from the model’s implementation. They describe the positive impact of T4T in building their capability to use a broader scope of teaching strategies, supporting differentiation in their inclusive classrooms.



Staff praise leaders’ commitment to intentional collaboration, supported by strong systems and processes, which encourages staff to collectively address problems of practice.

Leaders highlight the school-wide support systems, collaboration time and resources that support staff to build their capability together and address identified problems of practice. Teachers value the common language and approach to collaboration that fosters an environment where experimentation and capability are encouraged. They appreciate their access to tailored supports, such as coaching, observation and feedback. Leaders and teachers value the systems in place to support inclusive practices, including the Nationally Consistent Collection of Data on School Students with Disability (NCCD) ‘Market Hall’, community of practice, provision of mentors and Student Wellbeing and Intervention Meetings.



Teachers and leaders affirm the T4T process fosters a shared commitment to collaboration and professional learning to build an expert team of highly capable teachers.

Teachers describe participating in the T4T action research cycle each week. They emphasise the intentional collaboration practices they use to plan and monitor curriculum, discuss achievement and engagement data, share differentiation strategies and establish shared teaching and learning expectations. Staff highlight the process is developing a shared language for curriculum and pedagogy. Leaders highlight how this supports teachers to develop and share a wide range of effective pedagogical and differentiation strategies that directly impact their teaching and learning practices. They affirm this as a key process for building school-wide professional teaching teams, productive collaboration practices and shared responsibility for student learning.



Staff and leaders emphasise data and evidence is consistently and purposefully used to inform teaching, learning and tailored approaches to meet students’ needs.

Staff and leaders describe how they focus on selecting and refining differentiated instruction strategies for marker students. Teachers highlight regularly engaging in structured review, interrogation, and analysis of student achievement and engagement data to inform curriculum planning, differentiation approaches and pedagogical decisions. Staff highlight the use of OneSchool dashboards, PAT assessments, National Assessment Program – Literacy and Numeracy results, Queensland Curriculum and Assessment Authority analytical dashboards, and NCCD data as key tools for identifying trends, monitoring progress, and targeting support for individual students. They emphasise how this data is routinely referenced in T4T, moderation sessions and faculty meetings, where staff collaboratively adjust planned teaching practices to meet diverse student needs. They affirm this results in a strong, school-wide culture of evidence-informed decision-making.