The Gap State High School
School-led review validation report

About the school

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.

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 school-led evaluation

The Gap State High School completed a school-led evaluation as the first phase of the school-led review. As part of the evaluation, schools appoint their own team and use the *School Improvement Tool* to develop a school-led evaluation report.

Over 18 weeks	663 participants provided input	Staff professional learning of evaluation process
Student leaders group meeting	Student and parent online surveys – 320 completed	Ongoing consultation with Senior Principal, Reviews
Staff meetings to unpack SIT domains – responding to inquiry questions	SIT peer reviewer training undertaken by senior leaders	Teacher aides, cleaners, grounds staff and office staff meetings and online surveys

About the validation

This report is a product of a school-led review validation, carried out by Reviews and School Improvement (RSI) at The Gap State High School from **21** to **22 July 2025**.

The validation team comprised of:

- Cameron Hodges, Senior Principal, Reviews, RSI (chair)
- Murray Bowman, Principal, Pine Rivers Special School
- Melanie Moreland, Principal Education Officer, Curriculum Policy, ACIS, HASS, The Arts
- Paul Herschell, External Reviewer

2 days	31 interviews	182 school staff
68 students	43 staff and student group interviews	15 parents and community members

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Key affirmations

These key affirmations strongly align with the school-led evaluation findings and the RSI-led validation findings.

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 (SWIM).

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 (NAPLAN) results, Queensland Curriculum and Assessment Authority (QCAA) 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.

Key improvement strategies

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

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Improvement strategies

Domain	RSI-endorsed school-identified improvement strategies
1 Driving an explicit improvement agenda	• Develop and implement student-friendly strategies to communicate and reinforce key aspects of the EIA to foster collective efficacy and student ownership of school priorities. • Refine and consolidate school-wide processes for consistent and timely communication to ensure EIA priorities are understood and enacted by all stakeholders.
2 Analysing and discussing data	• Refine the selection and recording of marker students to foster greater collaboration across faculties and broaden the targeted selection of teaching strategies. • Strengthen staff data literacy in targeted professional learning that builds capability to support staff in analysing disaggregated data sets and applying insights that refine teaching practices.
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.** • **Review school-wide behaviour expectations and communication protocols to ensure strategies are consistent, proactive and supportive of positive teacher and student relationships.** • Strengthen teachers' capabilities in providing students with consistent, high-quality feedback to reinforce a culture of high expectations for learning, behaviour and engagement.
4 Targeting school resources	• Embed review processes for all resource allocations, with a focus on EIA alignment and sustainability, to ensure that student learning, engagement and wellbeing needs are supported. • Review and refine the use of platforms supporting teaching and learning to ensure a consistent approach and clarity for staff, students and parents.
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.** • Strengthen teachers' capabilities in curriculum planning and classroom management to further embed shared responsibility for student engagement, achievement growth and curriculum implementation strategies.
6 Leading systematic curriculum implementation	• Monitor and quality assure curriculum implementation, including planned and enacted curriculum and quality assessment, to provide timely feedback to teaching teams that strengthens curriculum implementation consistency. • Collaboratively develop a shared language and understanding about a whole-school approach for the explicit teaching of reading through the Australian Curriculum to build teacher capability in consistently enacting effective practices. • Extend and formalise the T4T model to include structured collaboration on senior curriculum, with a focus on syllabus alignment, task development, and QCAA moderation and calibration processes.
7 Differentiating teaching and learning	• **Sharpen professional learning to build staff capability in high-impact differentiation strategies, supporting diverse learning needs and ensuring all students are appropriately engaged, challenged and extended.** • Systematically enact structured student-to-teacher feedback and goal-setting practices to amplify student voice and agency, informing curriculum refinement and enabling responsive, differentiated pedagogy. • Strengthen cross-faculty collaboration that enhances quality differentiation practices, focusing on feedback, including designing stretch tasks and resilience-building strategies to extend high-achieving, autonomous, and self-regulated learners.
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.** • Build teachers' capabilities in developing skills that promote independent learning to support students to become self-regulated learners. • Expand and prioritise opportunities for cross-curricular collaboration and observation to build shared understanding of whole-school priorities, effective pedagogical practice, and collective efficacy strategies.
9 Building school-community partnerships	• Systematically enact processes for formalising and evaluating all partnerships with stakeholders to ensure partnerships align with the EIA, identify future focuses and maximise opportunities for students. • Collaboratively develop additional authentic parent feedback and consultation processes to increase engagement, diversify representation, and strengthen parent voice in school improvement planning. • Review and refine the alumni engagement initiatives to maximise student mentoring opportunities, and provide future pathways education and sustain community connection.