

# Applethorpe State School

## Executive Summary



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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Applethorpe State School** from **5 to 6 October 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Leah Mullane

Internal reviewer, EIB (review chair)

Honi Mauro

Peer reviewer

## 1.2 School context

<b>Location:</b>	New England Highway, Applethorpe	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	68	
<b>Indigenous enrolment percentage:</b>	2.94 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	2.94 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	8.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1009	
<b>Year principal appointed:</b>	2009	

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five teachers, Business Manager (BM), two teacher aides, Support Teacher Literacy and Numeracy (STLaN), chaplain, cleaner, 45 students and 13 parents.

Community and business groups:

- Four members of the Parents and Citizens' Association (P&C) executive.

Partner schools and other educational providers:

- Principal of cluster school, principal Broadwater State School, principal Stanthorpe State High School and district regional sport organiser.

Government and departmental representatives:

- Mayor of Southern Downs Regional Council, State Member for Southern Downs and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Student Code of Conduct
Investing for Success 2021	Strategic Plan 2018-2021
School budget overview	School Data Profile (Semester 1, 2021)
OneSchool	Headline Indicators (October 2020 release)
School data plan	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School Opinion Survey	School newsletters and website
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

#### **Staff, students and parents comment on the positive tone and culture embedded within the school.**

The school creates a positive culture for learning through high expectations for student engagement and positive behaviour. This is supported and promoted by the principal and staff members. Positive interactions between students are fostered within classrooms, on parade, and in the playground through modelling, explicit teaching of social skills and praising and rewarding of positive behaviours. Positive and caring staff and student relationships are viewed as vital for engaging students in a supportive learning environment.

#### **A high priority is placed on catering to the learning and wellbeing needs of all students.**

Teachers are dedicated to ensuring the needs of all students are met. The school regularly reviews student data to determine students who are achieving below the expected level or yet to improve. The school provides a range of support internally and refers to external services when and as required. Teachers are passionate about supporting all students to improve and succeed. Parents express appreciation at the level of individual care afforded their child.

#### **A whole-school Curriculum, Assessment and Reporting Plan (CARP) was developed by the principal with input from teachers.**

The whole-school plan outlines that Curriculum into the Classroom (C2C) straight year level units are utilised for Australian Curriculum (AC) implementation within the multi-age classes. Teachers combine straight year level C2C units to create multi-age units for implementation within the classroom. Some teachers describe implementing the units that are most relevant to student learning. Some teachers utilise the C2C P-6 and digital guide resources to support unit implementation. A sequenced plan for the delivery of curriculum units within the multi-age settings to ensure alignment of all curriculum entitlement is yet to be developed.

#### **Teachers articulate the importance of delivering an engaging curriculum to support student improvement.**

Teachers utilise C2C unit resources while planning for the implementation of the AC. Some teachers review the AC content descriptor and achievement standard requirements within a unit and match them to their alternate year level. Some teachers develop a sequence of delivery with aligned literacy considerations. Some teachers develop learning intentions and success criteria for lessons and units. Consistent expectations regarding the development of curriculum unit plans, including curriculum alignment, sequence of delivery, differentiation and links to pedagogy are yet to be developed.

**The principal and staff members are a united team dedicated to student improvement.**

Staff members articulate a commitment to maintaining the positive culture for learning and wellbeing. The principal articulates the Explicit Improvement Agenda (EIA) for 2021 as improving the teaching of reading. Staff members and some community members describe reading as the improvement focus for the year. Foci within the school's EIA are shared with the school community on a regular basis through the newsletter and electronic sign. Full understanding of the actions, strategies, roles, responsibilities and accountabilities for all staff members in relation to the EIA is yet to be clearly articulated.

**Staff members understand the importance of data analysis and collect a range of data sets to monitor student progress and inform teaching and learning.**

Data conversations occur as part of teacher curriculum meetings. During these meetings, the principal shares school data sets for collaborative discussion. Teachers review individual student data and discuss strategies for support. Data is utilised in collaboratively determining students who may require additional support and intervention. The principal expresses a desire to develop staff capability in analysing student data sets to reflect on the effectiveness of teaching strategies and inform differentiated teaching and learning practices.

**Staff members express that with the appropriate support, all students are able to learn and succeed.**

Teachers implement a range of differentiation strategies within curriculum units to support student needs. These include individual adjustments, targeted group work and differentiated content. Adjustments are recorded on students' Personalised Learning Plans (PLP) by the support teacher. A consistent approach for the documentation, implementation and review of differentiated practices within curriculum units to support and extend students is yet to be developed.

**Staff members articulate that relationships with colleagues are positive and supportive.**

Staff members express their appreciation for the combination of working 'teams' that promote a culture of learning that is beneficial for all. Staff members appreciate opportunities provided for working collaboratively on teaching and learning, and capability development. Staff articulate appreciation for the feedback provided by colleagues and shared ideas within staff meetings. Some staff members express working within the team as 'like family'.

**The school engages with a range of community partnerships to support and extend the learning and wellbeing of students.**

The school builds partnerships with local services and education providers to improve opportunities for students. Cluster partnerships allow for students to engage together in local sporting events and shared excursions. The school partners with external services to support families in accessing health and wellbeing services such as occupational therapy, paediatric appointments, Speech Language Pathologist (SLP), and counselling services. Parents appreciate the level of support provided by the school in helping them access support services.

## 2.2 Key improvement strategies

Develop a whole-school plan for the sequenced delivery of AC units within the multi-age setting, utilising regional curriculum support to map vertical and horizontal alignment that covers curriculum entitlement across all learning areas.

Develop consistent collaborative processes for the planning of curriculum units, in alignment with the whole-school CARP, including clear links for the coverage of the AC.

Develop an action plan that outlines the strategies, actions, targets and timelines of the EIA, with roles, responsibilities and accountabilities for all staff members.

Develop staff data capability in data analysis to review whole class trends, reflect on the effectiveness of teaching strategies and inform differentiated teaching and learning practices.

Collaboratively develop whole-school processes for the documentation, implementation and review of differentiated practices within curriculum units to support and extend students.