1. Introduction

1.1 Background

This report is a product of a review carried out at Glen Aplin State School from 28 to 29 May, 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>54 Mount Stirling Road, Glen Aplin</th>
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</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs and South West</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1887</td>
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<tr>
<td>Year levels:</td>
<td>Prep to 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>98</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>2 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>9 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>976</td>
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<tr>
<td>Year principal appointed:</td>
<td>2015</td>
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<tr>
<td>Number of teachers:</td>
<td>5</td>
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<tr>
<td>Nearby schools:</td>
<td>Ballandean State School, Severnlea State School, Stanthorpe State High School</td>
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<td>Significant community partnerships:</td>
<td></td>
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<td>Unique school programs:</td>
<td>Positive Behaviour for Learning (PB4L)</td>
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1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Four teachers
  - Two teacher aides
  - Advisory Visiting Teacher, one pedagogical coach
  - Facilities officer
  - Two Administration Officers
  - Two Parents and Citizens’ (P&C) association representatives
  - 18 parents
  - Six students

1.4 Review team

Phillip Savill  Internal reviewer, SIU (chair)
Fred Hardman  External reviewer
2. Executive summary

2.1 Key findings

- Glen Aplin State School has a calm, supportive learning environment.
  The teaching and support staff work effectively to provide a safe and supportive environment. The school’s current work around Positive Behaviour for Learning has had a positive impact which is recognised within the school community.

- A clear narrow school improvement agenda is yet to be developed and communicated to the wider community.
  There is an emerging improvement agenda in place. The principal articulates a commitment to improvement and recognises the need for an explicit improvement agenda understood by all members of the school community.

- The pedagogical framework has some relevance to classroom practice.
  Some initial work reflecting the framework has been completed but there is limited evidence of ongoing development and implementation which affects the day-to-day work of teachers.

- Some data is collected to benchmark student progress but there is an opportunity to use diagnostic data in a more strategic way to inform teaching and learning.
  PM Benchmark, PROBE, PAT-M, PAT-R and Words Their Way, are used to collect data in regards to student progress. At this time this data is not informing teaching and learning strategies in the classroom. There is an intention to shorten data cycles to better track student progress and respond to their learning needs.

- Clear, documented feedback protocols are yet to be established for staff and students.
  A professional development plan is in place and reflects the school improvement agenda. Staff have indicated their willingness to be supported by professional development including coaching, modelling and provision of feedback about their practice. Staff have also indicated a desire for professional development in providing feedback to students.

- Teachers work to differentiate instruction for students, however, a deliberate strategy to develop and track the performance of high-achieving students is not apparent.
  The school is targeting an improvement in relative gains for students across different junctures in learning. A deliberate and strategic approach to drive improvement is yet to be articulated and embedded, with a particular focus on the achievement of more able students.
2.2 Key improvement strategies

- Ensure that a clearly articulated whole-school improvement agenda is narrow and sharp and is accompanied by targets, timelines, appropriate resourcing and professional development for all school personnel.

- Embed the recently refined whole-school curriculum plan and review school processes for curriculum planning and delivery including the use of data to inform intervention, support and extension at all levels.

- Develop and implement a systematic whole-school approach to building teacher and leadership capacity including high quality professional development, coaching, mentoring, feedback and supervision along with recognition of teacher expertise.