

Aspley Special School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Aspley Special School** from **23 February** to **27 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#).

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Kim Kelly	Internal reviewer, SRR (review chair)
Nicole Rouen	Peer reviewer
Valerie Hadgelias	External reviewer

1.3 Contributing stakeholders

Consultation



Total of 82 interviews



8 community members and stakeholders



43 school staff



25 students



6 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Turrbal nation and the Turrbal people of the Turrbal language region.
Education region:	Metropolitan Region
Year levels:	Years 7 to 12
Enrolment:	127 students
Indigenous enrolment percentage:	8.6%
Students with disability percentage:	100%
Index of Community Socio-Educational Advantage (ICSEA) value:	1041

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **3 to 5 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1034 and the school enrolment was 103 with an Indigenous enrolment of 4% and a student with disability enrolment of 100%.

The key improvement strategies recommended in the review are listed below.

- Refine and narrow the Explicit Improvement Agenda (EIA) to embed identified priorities with regular monitoring and review for effectiveness and alignment to student need. (Domain 1)
- Collaboratively develop and implement effective processes to quality assure the enactment of the intended curriculum in all classrooms. (Domain 6)
- Build processes that provide regular opportunities for teachers to intentionally collaborate, observe, and share consistent approaches that drive effective teaching and learning in all classrooms. (Domain 5)
- Develop processes for scheduled individual and collaborative data conversations between leaders and teachers to identify improvement and monitoring of student progress. (Domain 2)
- Collaboratively develop a formalised observation and feedback process led by school leaders to assist teachers to develop their practice. (Domain 8)

2. Executive summary

2.1 Key affirmations

'Learning for Life' is a vision shared across the school community.

Leaders and teachers articulate a focus on extending students' abilities and readiness to engage in personally meaningful life activities as confident, engaged members of a broader community. Staff and parents speak of a strong sense of community and their shared efforts to support students to be successful. Many students speak positively of the care, encouragement and support they receive from teachers and teacher aides.

Leaders and staff recognise that highly effective teaching is key to improving student learning.

They recognise the significant work of teachers in preparing students for learning as crucial in maximising engagement and achievement. Leaders actively promote engagement and challenge, and they support students to take risks in order to broaden their experience and learning and prepare them for post-school pathways. Leaders and teachers implement a range of pedagogical practices to support the needs of individual students during the learning process. Parents convey high levels of satisfaction with the quality of their child's learning experiences, and the focus on driving post-school pathways.

Strong and purposeful partnerships to enhance student learning outcomes are apparent.

Staff articulate pride in their ability to achieve the goal of developing students to be valued members of the broader community by developing and maintaining a large number of strong partnerships with local community organisations, schools and workplaces. The school is a valued part of the local community. Staff and parents describe a deep sense of community and express pride in their school, commenting on its warm and energetic tone.

The school has a culture of collegiality and innovation to support student learning.

Staff articulate that leaders are supportive and considerate with a dedicated focus on student and staff wellbeing. Staff express appreciation for the targeted and strategic use of human and physical resources to meet the learning and wellbeing needs of students and staff. Classrooms and facilities are well-resourced, and extensive opportunities and equipment for learning that enable work experience, real-life learning and development of self-regulation capabilities are planned throughout the school. The school is an attractive and stimulating physical environment that supports and encourages learning.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Refine and effectively communicate a narrow Explicit Improvement Agenda (EIA) within cycles of review supported by associated timelines, measurable targets and accountabilities for all staff members.

Domain 6: Systematic curriculum delivery

Strengthen teacher understanding of the Australian Curriculum (AC), including extended levels of the literacy and numeracy general capabilities for Highly Individualised Curriculum (HIC), to enable them to design assessment tasks and plan sequences of teaching and learning.

Implement Quality Assurance (QA) systems to ensure the intended curriculum is enacted at classroom level.

Domain 1: An explicit improvement agenda

Strengthen instructional capabilities of the extended leadership team to share their expertise with teachers and lead the implementation of school priorities across the school.

Domain 5: An expert teaching team

Formalise a systematic whole-school approach to feedback, coaching and mentoring for all teachers and teacher aides to build capability and enhance practice.