Background:
Applethorpe SS is located in a rural setting five minutes from Stanthorpe. The school is staffed with a Teaching Principal for Year 4 – Year 7 class and a teacher for the Prep - Year 3 class. The school is surrounded by the local horticultural community.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain of An Explicit Improvement Agenda through a clear description of expected student behaviours and outcomes.
- The Principal and other school leaders have analysed school performance data over a number of years and are aware of trends in student achievement levels.
- There is a documented school plan and timetable for the annual collection of student outcome data.
- The tone of the school reflects a school wide commitment to purposeful, successful learning accredited to the Five Apps policy. This represents good manners; accept responsibility, respect for others, pride in our work and pride in our school.
- Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- Learning spaces are organised for whole group, small group and individual work in a way to maximise learning opportunities.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- There is evidence of a school wide commitment to every student’s success through some stories of student achievement.
- Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching.

Recommendations:
- Provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth using diagnostics aligned with the Australian Curriculum Assessment and Reporting Authority (ACARA).
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Review the process to distribute the available resources to meet the needs of the students to ensure high achievement standards. For example, teacher aide time.
- Develop specific targets for English, mathematics and science with clear timelines.
- Embed the fundamental skills of literacy, numeracy and higher order thinking within all key learning areas (KLAs).
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building onto and extending learning in previous years.