Background:
Ashmore SS is a P – 7 school located in the South East education region, with a current enrolment of 791 students. The Principal, Mrs Margaret James, was appointed in January 2011.

Commendations:
- There have been improvements since the previous Teaching and Learning Audit in the domains of: Analysis and Discussion of Data and A Culture that Promotes Learning. There has also been significant improvement in the domains of An Explicit Improvement Agenda; Targeted Use of School Resources; An Expert Teaching Team; Systematic Curriculum Delivery; Differentiated Classroom Learning and Effective Teaching Practice.
- The Principal and other members of the leadership team have provided strong leadership, basing strategies on research and focusing strongly on improved student outcomes.
- There is strong evidence that consistent high expectations exist within both the teaching staff and the student body and that these high expectations are being realised.
- Explicit targets and timelines are evident for all students in all learning areas within the school. There is evidence that these targets are motivating students to higher academic performance.
- Student achievement and ongoing student progress is clearly communicated for parents through the use of Personal Improvement Plans (PIPs), communication books and classroom edStudios (online creative authoring spaces for staff and students).
- The Principal and school community enjoy a culture that embodies high levels of success.
- The school has consciously developed a strong identity which is highly respected in the community.
- The Principal, other school leaders, teachers and non-teaching staff are engaging heavily with the Department’s Performance Development Framework and working hard to improve the high level of student outcomes.

Affirmations:
- The team approach and commitment of staff members is clearly evident through participation in staff meetings, Stage Meetings, Learning Lounges, Parent Education Tuesdays and Twilight Professional Development sessions.
- There is a clear documented Assessment and Reporting Framework that outlines data collection and analysis requirements for teachers.
- The use of a wide range of class data by teachers is providing a focus for planning and effective differentiation for students. There is evidence that use of this data is integral to the continuous improvement in student outcomes.
- The support that is being provided to students by the Student Support Team is of a very high standard and is a credit to team members.
- The pastoral care initiatives, for example Thunderbirds, are helping to provide a safe and secure environment for students providing a solid platform for learning.

Recommendations:
- Continue to refine the school’s Pedagogical Framework ensuring that it is embedded into the classrooms and actions of all teachers.
- Review the teaching strategies that are being adopted in each subject to ensure consistency of practice by all teachers throughout the school.
- Review classroom observational practices with a view to embedding formal observations and feedback by members of the leadership team.
- Continue to enhance school community participation and involvement in the development of strategic directions of the school.
- Continue to interact with local secondary schools to engage the upper primary students and their parents with relevant Junior Secondary activities.