



School Improvement Unit Report

Ashmore State School Executive Summary





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1. Introduction

1.1 Background

This report is a product of a review carried out at Ashmore State School from 25 to 28 July 2016. 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

Location:	Currumburra Rd, Ashmore
Education region:	South East Region
The school opened in:	1978
Year levels:	Prep to Year 6
Current school enrolment:	837
Indigenous enrolments:	3.7 per cent
Students with disability enrolments:	3.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1034
Year principal appointed:	2011
Number of teachers:	36.3 (full-time equivalent)
Nearby schools:	Benowa State School, Benowa State High School, Bellevue Park State School
Significant community partnerships:	Griffith University, Gold Coast City Council, Education Queensland International, SPARK partnerships
Significant school programs:	Independent Public School, International Schools Program, Link It, Stephanie Alexander Kitchen Garden Program, Science Program, Transition to Prep program



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and three deputy principals
 - 26 class teachers and specialists, two directors of pedagogy and eight teacher aides
 - 20 parents and 55 students
 - Business Services Manager (BSM) and two administration officers
 - Two parent liaison officers, guidance officer and school chaplain
 - Parent and Citizens' Association (P&C) president and representatives
 - Two tuckshop convenors
 - Six community representatives
 - Local Councillor
 - Deputy principal (local State high school)

1.4 Review team

Judy Dale	SIU (review chair)
Howard Nielsen	External reviewer
Julie Raitelli	Peer reviewer



2. Executive summary

2.1 Key findings

- The school leadership team, staff members and parents are united and committed to improving learning outcomes for all students in the school.

Data is used to effectively identify appropriate starting points for learning, to monitor progress and to guide forward planning. Through collaboration and data analysis, the school has prioritised oral language, reading, writing, spelling, number and science as being central to its improvement agenda. The school has developed a distributed leadership model to inform school planning and implement a broad range of strategies and programs to support learning in the priority areas. Consistent application of these strategies and programs across the school is developing.

- High expectations and aspirations exist across the school for student achievement, attendance and behaviour, quality teaching, school leadership and community engagement.

The school has a set of values described as The Ashmore Way which identifies the aspiration for acceptance, self-discipline, honesty, manners, opportunity, respect and excellence. These underpin a well-established culture of learning and continuous improvement for both students and staff members. High expectations for student behaviour have been established with clear steps that are known and consistently followed by both staff members and students. Parents and teachers describe the relationships between all members of the school community as caring, trusting and respectful.

- The school places a high priority on catering for the diverse needs of students within the school community and offers an extensive range of programs to support and enrich student learning.

Personalised Improvement Plans (PIP) are developed for each student and the school's Link It program has been implemented to support student learning needs in literacy and numeracy across the school. The school is working towards ensuring that differentiation strategies to personalise students learning are embedded in practice across the school.

- The school's pedagogical framework is based on contemporary research on effective teaching practices and draws on a broad range of practices to respond to the diverse learning needs of students.

There is a school-wide commitment to identifying, understanding and implementing quality teaching methods. Teaching staff members, teacher aides and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. An opportunity exists to draw on the school's pedagogical framework to expand the repertoire of high yield teaching practices consistently used across the school.



- The school has a clearly documented whole-school curriculum plan aligned to the Australian Curriculum (AC).

The school's curriculum plan explicitly outlines what teachers should teach and what students should learn. The curriculum is used as a basis for ongoing discussions regarding the best ways to maximise student learning and wellbeing. There is a strong culture of collaborative planning and moderation within year level teams. Effort has been made to include higher order thinking strategies in the delivery of curriculum and the school is working towards this being consistently enacted across the school.

- The school applies its resources in a strategic and targeted manner to respond to the learning and wellbeing needs of students and professional needs of staff members.

School grounds and facilities are attractively presented and well maintained. The physical environment reflects the pride staff members, parents and students have in the school. The school has processes to identify and respond to student learning needs through the allocation of staff members and resources. A number of student wellbeing initiatives have been resourced across the school with plans in place to develop and implement a staff wellbeing framework.

- The school puts considerable effort into establishing partnerships with parents and families, other education institutions, local businesses and community organisations to enhance student learning.

The school is held in high regard by parents and community members who acknowledge the work of the school in supporting student learning. Partnership initiatives including the transition to Prep program, international students' program, Stephanie Alexander Kitchen Garden program, school chaplaincy and enrichment programs are valued by all stakeholders. Parents speak positively of the effort made by staff members to involve them as partners in their child's learning and staff members speak positively of the value added by the large number of volunteers who actively contribute to school life.



2.2 Key improvement strategies

- Strengthen the enactment of the school's Explicit Improvement Agenda (EIA) by refining key strategies to consistently drive improvement regarding student achievement across the school.
- Embed current differentiation strategies to personalise learning.
- Collaboratively review the school's pedagogical framework to prioritise high yield practices aligned to the School's Improvement Agenda (SIA) and support teachers to consistently embed these in regular classroom practice through cycles of modelling, observation and feedback.
- Strengthen whole-school capacity to embed the teaching of higher order thinking across the curriculum and deepen the culture of innovation and inquiry in classrooms.
- Develop and implement a staff wellbeing framework.