

Ashmore State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Ashmore State School** from **5 to 7 October 2022**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Keith Graham	Internal reviewer, SRR (review chair)
Janine Leach	Peer reviewer
Ross Zelow	External reviewer
Matthew Glen	External reviewer



1.2 School context

Indigenous land name:	Kombumerri
Location:	Currumburra Road, Ashmore
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	864
Indigenous enrolment percentage:	4.6 per cent
Students with disability percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1050
Year principal appointed:	2018



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD-C), Business Manager (BM), Head of Student Support Services (HOSSS), three inclusion team teachers, guidance officer, Speech Language Pathologist (SLP), two schools officers, Information Technology (IT) technician, 17 teacher aides, 44 teachers, three administration officers, four school cleaners, three Parents and Citizens' Association (P&C) executive members, two P&C employees, 37 parents, 52 students and Southern Cross University (SCU) preservice teacher.

Community and business groups:

- The Smith Family programs coordinator and Story Dogs regional coordinator.

Partner schools and other educational providers:

- Southport State High School principal, Queensland Academy of Health Sciences principal, Keebra Park State High School principal, Benowa State School principal and deputy principal, Surfers Paradise State School principal, Labrador State School principal, Musgrave Hill State School principal, Education Queensland International (EQI) International Student Program accreditation manager, South East Region Aboriginal and Torres Strait Islander education team principal project officer, Principal Advisor Inclusion South East Region, Little Scholars School of Early Learning Ashmore director and Sanctuary Early Learning Centre director.

Government and departmental representatives:

- Federal Member for Moncrief, State Member for Southport, Council of the City of Gold Coast Division 8 Councillor, ARD South East Region advisory panel and ARD.



2. Executive summary

2.1 Key findings

Staff members set high expectations for students.

The school has a positive reputation within the community and amongst staff. Staff members and leaders are united in their commitment to improving learning outcomes for all students, and encourage students to set high standards for themselves. Staff describe students as generally well mannered, respectful and engaged in their learning. Overall, students conduct themselves with high self-expectations aligned to the school values. Students describe their classrooms as ordered and encouraging for learning. Parents speak highly of the behaviour standards expected at the school.

The school has a strong culture within teams, with staff working supportively and collaboratively.

Staff members describe their colleagues as supportive and articulate working together within their year level teams, learning from each other's practices. Teachers express strong collegial relationships with their respective year level peers and value the added support and guidance in curriculum planning and assessment accountabilities. Leaders aim to create opportunities to develop a school culture of collegiality and collaboration amongst staff. Teachers and leaders take personal and collective responsibility for improving student learning and wellbeing. Staff members are committed to supporting student learning and possess a range of experience, confidence and expertise in their fields.

Leaders have worked to develop clear and aligned communication across the school and processes to provide staff an active voice.

School leaders endeavour to ensure communication processes are effective across the school community. Some staff express concerns regarding the types, timelines and consistency of communication. Staff members are encouraged to provide feedback and input on key school documents and emerging agendas. They speak of opportunities to provide voice and input into school direction, with leaders acting on this feedback. Some staff members express they would value greater opportunities to contribute their experiences, knowledge and opinions more openly. Leaders acknowledge the need to be visible around the school and the importance of face-to-face interactions whenever possible. They express a belief that greater consistency in communication, encouraging of staff voice, and developing trust and mutual respect amongst all staff, will enhance the school's positive learning culture.

The leadership team is leading a student-centred improvement agenda.

Staff members express support for school improvement initiatives and a commitment to their implementation. They articulate a belief in the school direction and recognise the benefits of the initiatives on their students. Some staff members express a feeling that the school has many independent agendas and that the main focus shifts between several key agendas led by different members of the leadership team. They comment that clarity and alignment are



required. The principal expresses an understanding of the need to allow staff time to consolidate and embed practice before moving forward, to provide consistency in leadership team communication, sharing a clear vision to help staff understand how the pieces interconnect to support the school's main improvement agenda. The principal acknowledges the need to ensure the future strategic plan and associated Annual Implementation Plans (AIP) have a clear focus, which may link to other agendas, to provide explicit alignment for school improvement.

Teachers express an appreciation for professional learning opportunities.

Most teachers articulate a willingness to receive increased feedback on their classroom instructional programs and express a desire for greater interaction with members of the leadership team. Some experienced teachers indicate a willingness to utilise their role as 'knowledgeable others' in expanding their professional capability in innovative curriculum and pedagogical practice. Leaders articulate a desire to grow the pool of experienced teachers, and develop their capacity, as instructional leaders, on key aspects of curriculum implementation and innovative pedagogy. They acknowledge the need to continue to develop their own capacity across agendas and sectors to be leaders of learning across the school for all staff.

The leadership team recognises that highly effective teaching is the key to improving student learning.

Leaders encourage the use of research-based teaching practices in all classrooms. An array of support documents is developed in literacy and numeracy instruction. These documents offer guidance for teachers in relation to classroom instructional practices. Teachers articulate a range of pedagogical approaches for implementing the Explicit Improvement Agenda (EIA), based on their previous experience and knowledge. The school's intended pedagogical approach to aspects of the EIA is yet to be made apparent to all teachers. Leaders acknowledge the need to collaboratively review current classroom instructional methods to ensure high-yield pedagogical and assessment practices are documented, understood and enacted across the school.

Leaders understand the important role data plays in supporting student learning.

School leaders aim to create opportunities to develop a school culture of collegiality and collaboration amongst staff. Teachers and leaders take personal and collective responsibility for improving student learning and wellbeing. Teachers describe using and interpreting data to help inform structural groupings, gauge distance travelled over time, and inform Levels of Achievement (LOA). The leadership team expresses the need to continue to support staff to use data more effectively and increase their data literacy. Leaders communicate a desire to progress teachers' and their own use of data from a measure of student achievement to an indicator of how to provide next steps for student learning. They wish to develop further opportunities to strengthen knowledge and skills regarding the links between data analysis and next steps in identifying the appropriate teaching strategies to regularly inform classroom practice.

**Staff are dedicated to the learning and wellbeing of all students.**

Staff members describe a student-centred approach to their teaching and provide individualised support for learning. They provide a range of curriculum opportunities for students to experience success. Staff articulate an understanding of the need to develop cohesive inclusive practices that will allow each student to successfully engage in their learning. Parents speak positively in relation to the support offered to their child and the expertise and care displayed by their child's teacher and support staff. Parents express appreciation for the range of inclusive learning opportunities offered to students. Students speak favourably regarding their teachers and appreciate the varied curriculum, extracurricular and co-curricular opportunities provided.

Staff have expertise and confidence in implementing the Australian Curriculum (AC).

Staff members are committed to supporting student learning and possess a range of experience, confidence and expertise in their fields. Teachers articulate positive engagement with school-based professional learning initiatives that assist in building an understanding of a comprehensive and relevant curriculum for all students. Teachers speak positively regarding their increased knowledge of the AC and how they engage with peers and leaders in the collaborative design, development and refinement of unit plans and assessment tasks. Year level planning days occur each term supported by the Head of Department – Curriculum (HOD-C) and line managers. Planning days are highly valued and appreciated by teaching staff as a way of building their capacity and understanding of the AC.



2.2 Key improvement strategies

Enhance the school's positive learning culture through consistency in communication, encouraging of staff voice, developing trust and mutual respect amongst all staff, face-to-face interactions whenever possible, and leadership visibility.

Ensure the future strategic plan and associated AIPs have a clear focus, which may link to other agendas to provide an explicit alignment for school improvement.

Expand opportunities for leaders and senior teachers to engage in instructional leadership capability development to grow leadership across agendas and sectors, and develop leaders of learning across the school for all staff.

Collaboratively review current classroom instructional approaches to ensure high-yield pedagogical practices are clearly defined and enacted in relation to the EIA.

Progress further opportunities to strengthen staff and school leaders' knowledge and skills concerning the links between data analysis and next steps in identifying the appropriate teaching strategies to regularly inform classroom practice.