Background:
Ascot SS has been providing learning to the community since 1920 and is located in Brisbane, within the Metropolitan education region. The school has 847 students currently in attendance. The Acting Principal, Melissa Provost-Boyle, was appointed to the position in 2014.

Commendations:
- The Principal and leaders are committed to establishing a rigorous, consistent whole of school process for the management of student behaviour and engagement. This is strongly based on research and is constantly reviewed to align with the school’s pedagogical framework.
- Parents and students speak fondly of a caring school and caring teachers. The school has a sound foundation for its school rules: Be Respectful, Be Responsible and Be Safe, which is valued by the parents and students.
- There are teachers who display a high level of initiative and creativity to further develop their behaviour management skills to enhance the teaching and learning environment in their classroom.
- There is strong evidence of consistent, high expectations and commitment by all.
- The programs and focus delivered by the Student Success and Wellbeing Teacher/Coach provides support and strategies for lifting student engagement. Strategies such as a Motivation Wheel for students, Mentoring Program for teachers and information to parents are welcomed.
- Students and parents value the extra-curricular activities provided at the school and the diverse focuses such as the sporting, music and arts opportunities that further develop student’s talents and skills. The Playground Buddy System also provides an opportunity for peer support to assist in the development of the school’s values and expectations.
- The Parents and Citizens’ Association (P&C) provide a Teacher Scholarship to enhance the school’s agenda for improving student achievement and teacher performance. The successful application for 2014 was directly linked to the professional development and implementation of profiling the Essential Skills for Classroom Management (ESCM).

Affirmations:
- The Teacher-Student Mentor Program has provided a further level of support and opportunity to build a relationship for Year 7 students.
- The process for the successful transition of Years 6 and 7 students into Junior Secondary involves reciprocal visits, specialised lessons and information sessions.
- There is a clear and explicit process for the development of staff members Personal Development Plans (PDP) following the Department’s Developing Performance Framework (DPF).

Recommendations:
- Include Teacher Aide and parent representatives in the Behaviour group to continue to drive the schools agenda in improving student engagement and behaviour management.
- Further develop an agreed whole school set of sequential steps to track behaviours. These steps to be displayed in each and every classroom to ensure consistency with approach and therefore ensuring a balanced data capture set.
- Continue the expectation and process around entering positive and minor classroom learning behaviour incidents in OneSchool. Discuss the required number of entries to get a balanced data capture for making informed decisions around whole school, year level and individual issues.
- Build on the schools excellent data process to enhance teacher ownership and data literacy skills by having teachers engage in their own dashboard audits. Teachers will be able to track their student achievement, attendance and behaviour, independently and frequently. Include targets and timelines in the school data plan.
- Ensure there are individual behaviour learning goals for those students who have habitual inappropriate minor learning behaviours.
- Develop an A-E rubric for Behaviour, and one for Effort to ensure consistency during moderation.