

Ascot State School

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning



The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from Elders, teachers and the land itself. The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Ascot State School** was conducted from **11 to 15 February 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1142 and the school enrolment was 707 with an Aboriginal student and Torres Strait Islander student enrolment of 0.7% and a student with disability enrolment of 10.1%.

The key improvement strategies recommended in the review are listed below:

- Identify and analyse teacher understanding of all relevant learning areas of the Australian Curriculum (AC), in addition to the general capabilities and cross-curriculum priorities, and develop a professional development (PD) strategy to ensure proficiency. (Domain 6)
- Deepen teachers' knowledge and understanding in relation to best practice high-yield differentiation to meet the needs of all students, including high-achieving students. (Domain 7)
- Strengthen staff data literacy and capability to deeply understand student data as a means to inform the next steps of learning, including for highly capable students. (Domain 2)
- Enhance teacher capability in understanding, selecting and applying the appropriate school-identified pedagogical approaches to meet the diverse learning needs of students. (Domain 8)
- Replicate strategies and processes used to develop teacher knowledge and skills in the teaching of technology to the other aspects of Science, Technology, Engineering, Arts and Mathematics (STEAM). (Domain 8)

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Introduction

This report is a product of a school review carried out by **Reviews and School Improvement (RSI)** at **Ascot State School** from **15 to 17 July 2025**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#) (SIT). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

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

Timeline and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School performance policy](#) and resources provide further information regarding the development of strategic and annual implementation plans.

Schools publish the review executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their school supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

School context

Ascot State School acknowledges the Turrbal people, the Aboriginal owners of the land where we learn and play. We recognise their importance in maintaining and caring for Country over thousands of years. We hope that through a path of reconciliation, we'll be able to create an Australia that's both conscious of its roots, its successes and its failures, and looks towards the future with hopeful eyes. May the strength and wisdom of the First Nations peoples of Australia be with us today.

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	631
Aboriginal students and Torres Strait Islander students	1%
Students with disability	16.5%
ICSEA value	1140

Review team

David Cramb	Principal, Reviews, RSI (review chair)
Trevor Buchanan	Principal, Peer Reviewer
Valerie Hadgelias	External Reviewer

Contributing stakeholders



3
reviewers



200
participants



53
school staff



112
students



24
parents and
carers



11
community
members and
stakeholders

Key affirmations

Staff articulate the diverse range of opportunities for students to engage in innovative learning experiences beyond the curriculum, both within and beyond the school, to enhance their learning experience.

Staff outline opportunities such as instrumental music, choir, the school musical, debating, and mini festivals of learning. They describe how these contribute to the whole-school experience, providing opportunities for student extension. Students detail how they contribute their voice to school initiatives through the student council and processes such as the Landscape Management Plan. Staff articulate they are well supported with hands-on learning materials and technology resources which enhance student engagement and deepens their learning. Staff describe investments into learning and outdoor environments as ‘adding a little bit of magic’, encouraging student creativity.

Leaders discuss a strong commitment to building meaningful partnerships with the local and broader community to enrich students’ learning, engagement and wellbeing.

Leaders place a strong emphasis on cultivating strategic partnerships that target students’ specific needs. They express appreciation for the vital support provided by the Parents and Citizens’ Association (P&C) and many sponsors, acknowledging the financial contributions as instrumental in enriching teaching and learning experiences. P&C members and school council representatives speak positively of the support they provide for operational and strategic projects. Leaders actively promote student involvement in all aspects of the school, and foster a welcoming, inclusive school environment that embraces families and strengthens community connections.

Leaders highlight the use of evidence-informed strategies and collective sharing of a range of research to enhance teaching and inform decision-making.

Staff discuss the various research that informs their initiatives, including processes for student engagement, clarity of roles, and strategic planning. This is further supported by engagement with subject matter experts to inform decisions. Leaders describe working with teachers to create ‘Quality Standards’ in priority areas to support agreed and consistent practices. Teachers articulate they are building their knowledge and capability to improve students’ learning, engagement and wellbeing. Teaching staff describe using research and collegial sharing of ideas to support targeted teaching approaches.

Staff, students and parents collectively voice a sense of pride in the high-achieving school and value its history for contributing to quality teaching and forming the basis for future learning initiatives.

Leaders celebrate the school’s strong traditions which are used to guide opportunities for future enhancements. They express they value the role of students in contributing to teaching

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Refine the school’s current vision, values and aspirations, incorporating stakeholders’ perspectives, to ensure they reflect priorities and underpin initiatives.

Domain 6: Leading systematic curriculum implementation

Formalise procedures for leaders in supporting teachers’ curriculum delivery to enhance quality assurance and ensure planned units are enacted effectively.

Domain 7: Differentiating teaching and learning

Clarify the roles and responsibilities of all staff in differentiating teaching and learning to prioritise and target capability development for staff.

Domain 8: Implementing effective pedagogical practices

Formalise professional conversations as part of school-wide structures, to develop a shared language and understanding about pedagogy.

Domain 5: Building an expert teaching team

Strengthen school-wide practices for building staff capability through quality assurance processes to ensure intended outcomes are achieved and all staff experience meaningful professional growth.

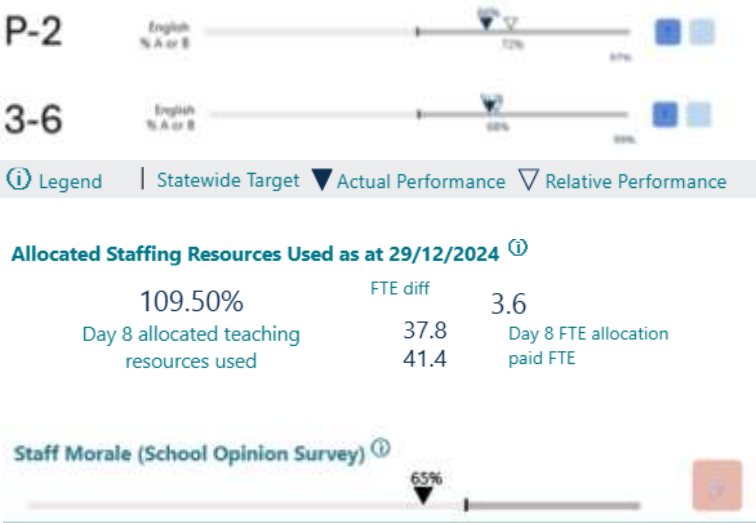
and learning. Teachers talk about classrooms as ‘happy’ places with a strong learning focus. Parents and carers admire the work of staff in nurturing students’ sense of belonging and learning success. They describe a culture of high expectations and say they feel welcome as partners in their child’s schooling. Students comment, ‘There is always a teacher to say hello to me and greet me in the morning with a smile and make my day go even better’. The 2024 School Opinion Survey (SOS) indicates 89.5% of students and 95.4% of parents agree with the statement ‘This is a good school’, which is above like, region and Queensland State School results. Students describe the school as ‘amazing’.

Initial data insights

Informing data sets

- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- SOS data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest



- In Prep to Year 2 and Years 3 to 6, English A or B LOAs are higher than relative comparison and show a recent increase.
- Current staff numbers are above the notional allocated amount.
- SOS results indicate staff morale at 65%.

Data-informed inquiries

- Factors influencing student performance.
- Factors influencing staffing levels.
- Factors influencing morale.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- **Refine the school's current vision, values and aspirations, incorporating stakeholders' perspectives, to ensure they reflect priorities and underpin initiatives.**
- Collaboratively review the school's strategic priorities to enhance collective understanding of staff and support the effective implementation of the Annual Implementation Plan (AIP).

Domain 2: Analysing and discussing data

- Refine the data plan and processes and practices for analysing and discussing data to facilitate responses to student learning and inform teaching.

Domain 3: Promoting a culture of learning

- Collaboratively develop processes that support staff wellbeing to enhance team cohesion and support sustained professional performance.
- Strengthen opportunities for students in partnering in curriculum planning and classroom decision making, to allow greater student voice and enhanced agency in their learning.

Domain 4: Targeting school resources

- Consolidate processes for ongoing monitoring of financial and human resource investments to ensure desired outcomes for students and school priorities are delivered.

Domain 5: Building an expert teaching team

- **Strengthen school-wide practices for building staff capability through quality assurance processes to ensure intended outcomes are achieved and all staff experience meaningful professional growth.**
- Formalise opportunities for sharing professional practice with colleagues beyond the school, to foster deeper understanding of effective and innovative practices and facilitate exposure to diverse perspectives.

Domain 6: Leading systematic curriculum implementation

- **Formalise procedures for leaders in supporting teachers' curriculum delivery to enhance quality assurance and ensure planned units are enacted effectively.**
- Consolidate processes for building the collective capability of teaching staff regarding the curriculum, to support planning for and delivering contextualised and engaging learning experiences.
- Embed a range and balance of assessments for portfolio moderation to provide students with multiple opportunities for demonstrating their learning against the achievement standards.

Domain 7: Differentiating teaching and learning

- **Clarify the roles and responsibilities of all staff in differentiating teaching and learning to prioritise and target capability development for staff.**
- Refine processes for identifying and monitoring students requiring support to maximise the efficiency and effectiveness of resource allocations and support provisions.
- Systematically enact intervention models to align multi-tiered system of supports (MTSS) strategies with the demands of the AC.

Domain 8: Implementing effective pedagogical practices

- **Formalise professional conversations as part of school-wide structures, to develop a shared language and understanding about pedagogy.**
- Further refine teaching practices and learning environments, including learning walls, to support students in feeling engaged, challenged, safe to take risks, and supported to learn.

Domain 9: Building school-community partnerships

- Establish structured opportunities that leverage partnerships and the varied skills and talents of the parent body, to enhance learning experiences within classrooms and beyond.

* **Bold indicates key improvement strategy**

Domain 1: Driving an explicit improvement agenda

Affirmations

- The principal discusses how data is used to develop AIP priorities and the improvement agenda. Leaders comment they use data to monitor the impact of strategic actions on teaching and learning.
- Leaders highlight the use of evidence-informed strategies through collective sharing of a range of research. They talk about building their own knowledge and capability to improve students' learning, engagement and wellbeing. Leaders describe working with teachers to create Quality Standards in priority areas to support agreed and consistent practices.
- Leaders comment they are united in improving learning opportunities for all students. Staff convey a commitment to enhancing the quality of teaching and learning for all students and addressing obstacles to school-wide improvement.

Key findings

- The strategic plan details 3 priorities: every student succeeding, data-informed practices and collaborative practices. The document indicates these are embedded in 4 key focus areas of 'getting the basics right', 'consolidating the basics – endless possibilities', 'leading quality teaching and learning', and 'building strong partnerships'. Five strategies are listed under each.
- The AIP has 2 priorities which both mention 'rigour and integrity through understanding of the AC'. Priority 1 relates to English and priority 2 is about Mathematics. Strategies, actions and desired outcomes for each priority area are listed.
- Leaders talk about an Explicit Improvement Agenda (EIA) regarding English and improving A or B LOAs. They mention a key focus on reading with a specific priority regarding shared and dialogic reading. Many teaching staff comment that reading is the current priority. Some teachers convey they are aware of some targets. Leaders explain how professional learning and resourcing are aligned with the reading agenda.
- Leaders discuss a range of strategic initiatives identified in the AIP focusing on curriculum, pedagogy, differentiation and capability building. Many teachers comment they would appreciate more clarity about how the existing initiatives align with current priorities. The principal indicates a need to collaboratively review the school's strategic priorities to enhance collective understanding and support effective implementation.
- Teaching staff convey they share a positive outlook for the school's future direction. They comment they would appreciate more opportunities to contribute to decisions regarding processes and practices. The principal talks about using neurological research to align the vision with capabilities and behaviour. They express a desire to identify the perspectives of all stakeholders to ensure the next strategic plan reflects the school's current vision, values and aspirations as well as the perspectives of students, families, teachers, and the wider community.
- The principal describes a distributive leadership approach involving the leadership team, year level leaders and subject matter experts. They mention meetings occur regularly to build shared capability and support devolution of strategic and operational information.

Improvement strategies

- **Refine the school's current vision, values and aspirations, incorporating stakeholders' perspectives, to ensure they reflect priorities and underpin initiatives.**
- Collaboratively review the school's strategic priorities to enhance collective understanding of staff and support the effective implementation of the AIP.

Affirmations

Key findings

- Leaders describe a supportive P&C and school council that support strategic decision making. School council representatives mention working with the principal to identify key strategic priorities for the school.

Improvement strategies

Domain 2: Analysing and discussing data

Affirmations

- Leaders and teachers articulate they disaggregate data sets to deepen their knowledge of student achievement trends. They explain how they use these data sets to strengthen and clarify communication to parents regarding their child's achievement in English, and to monitor student support. The principal details how student LOA data in English is further unpacked for parents to clarify their child's progress in reading, writing, speaking and listening.
- Leaders and teachers discuss the beneficial impact of working with subject matter experts to analyse and discuss data. Teachers express appreciation for this time and investment in their capability development. They outline how these sessions have supported the identification of cohort trends for focused teaching. Teachers speak of their enhanced confidence in leading data analysis and discussion within their teams.

Key findings

- The principal explains that a data plan has been developed and is in draft form. Leaders talk about the range of data currently collected and describe the data review process as 'what is treasured and what is measured'. Teachers discuss a range of data tools used to inform discussions about teaching.
- The principal speaks of using the School Online Reporting Dashboard (SORD) to guide strategic planning. They mention data relating to English A or B LOAs in particular, and how this influences decisions.
- Leaders and teachers talk about various data sets that are collected and used to inform decisions about teaching and learning and to determine priorities. Leaders convey an intent to move data sets on to OneSchool and use purpose-built spreadsheets to support easier triangulation of student achievement and progress data. They further express a desire to use this data to explore longer-term student trajectory and determine the impact of initiatives through the use of marker students.
- Leaders and teachers convey data collection and analysis is prioritised for English. They share that PAT, Promoting Literacy Development¹ (PLD) and NAPLAN data is analysed to inform starting points and next steps for teaching. Many teachers articulate that while opportunities to discuss data exist, there is a need to further invest in time and conversations to implement responses to data findings.
- Teachers further discuss how Dynamic Indicators of Basic Early Literacy Skills² (DIBELS) is used to help determine students' progress in response to interventions. Leaders share they are investigating the viability of expanding this to a whole-school practice. Some teachers mention a recent reduction in formative assessment practices including removal of some diagnostic assessment tools. Some teachers identify a need to use other data assessment tools that are not part of the data plan to understand students' learning and developmental needs.
- Leaders mention ongoing review of the data plan, data collection processes and opportunities for data analysis. They identify a need to further refine the

Improvement strategy

- Refine the data plan and processes and practices for analysing and discussing data to facilitate responses to student learning and inform teaching.

¹ PLD. (2020). *Resources to improve literacy levels within primary schools*. <https://pld-literacy.org/>

² Kaminski, R. A., & Good, R. H. (2003). *Dibels Dynamic Indicators of Basic Early Literacy Skills* (6th ed). Sopris West

Affirmations

Key findings

- plan to ensure it includes purposeful data collection tools and supports relevant data analysis processes.
- Some teachers discuss how they analyse data to identify trends in student behaviour. They outline how this has been used historically to plan focused lessons as part of Positive Behaviour for Learning (PBL). They express a desire to continue using data to inform priorities and teaching foci as part of a systematised approach to supporting student behaviour.

Improvement strategy

Domain 3: Promoting a culture of learning

Affirmations

- Parents speak with admiration about the work of staff in nurturing students' sense of belonging and learning success. They describe a culture of high expectations and convey they feel welcome as partners in their child's schooling. The 2024 School Opinion Survey indicates 89.5% of students and 95.4% of parents agree with the statement 'This is a good school'.
- Staff, students and parents collectively voice a sense of pride in the school and value its history and traditions for contributing to quality teaching and learning. Teachers talk about classrooms as 'happy' places with a strong learning focus. Students describe the school as 'amazing'.
- Parents, staff and students positively describe the investment in facilities renewal and establishing engaging learning spaces. They articulate how these enhance opportunities for creativity and innovation by adding a 'little bit of magic'.
- Leaders and staff speak of the strong sense of mutual trust between the leadership and teaching teams. They embrace a range of evidence-

Key findings

- Leaders indicate PBL was introduced 4 years ago. Most teachers describe its positive impact on the school's learning culture. Some teachers indicate that consistent application of behavioural expectations is still evolving. Leaders communicate PBL has been reshaped to meet the school's context and renamed 'Pedagogies of Belonging' focusing on the teaching and learning of 'belonging and personal capabilities' in classrooms by all staff.
- Many staff and students speak positively about the opportunities to engage in programs through the Arts such as the string choir, instrumental music and the school musical held biennially. Many teachers highlight how the range of experiences for students diversifies their learning and whole-school experience and is a key attraction for enrolments.
- Leaders explain several resources have been accessed to build staff capability in delivery learning aligned with cultural values, including Respectful Relationships Education (RRE), Bennett's³ work on behaviour as a curriculum, and the Seven Habits of Happy Kids⁴. Leaders also describe the emerging work on Berry's⁵ Engagement Continuum. The principal identifies Glasser's⁶ Choice Theory focusing on internal control and intrinsic motivation as the next step and explains they are trained to lead its implementation.
- Students speak of the student council with representatives from Years 4 to 6. They explain a significant number of student leadership positions in various areas are available. Class representatives are elected as well as vice captains and captains. Each term, the council conducts fundraising to support a nominated charity, and they also support the Year 6 Legacy project. Students and staff express a desire to increase opportunities for students to have greater voice, particularly in areas of curriculum and learning.
- Some leaders and early years teachers discuss the evolving work of their transition into school program to include 'Acing Ascot' which supports building the culture of learning. The principal explains this initiative communicates age-appropriate expectations for children entering Prep. It includes challenges and sticker rewards for children to track their progress in school readiness

Improvement strategies

- Collaboratively develop processes that support staff wellbeing to enhance team cohesion and support sustained professional performance.
- Strengthen opportunities for students in partnering in curriculum planning and classroom decision making, to allow greater student voice and enhanced agency in their learning.

³ Tom Bennett Training. (2025). *Tom Bennett Training*. <https://tombennetttraining.co.uk/>

⁴ Covey, S. (2008). *The 7 habits of happy kids*. Simon & Schuster.

⁵ EngagED. (2023). *The Engagement Continuum*. EngagED Consulting. <https://www.engagedconsulting.au/general-6>

⁶ Glasser Institute for Choice Theory. (2019). *What is Choice Theory?* <https://wglasser.com/what-is-choice-theory/>

Affirmations

informed, impactful strategies to promote a strong culture of student wellbeing. Staff highlight the positive impact of Wilston the therapy dog on students' learning and wellbeing.

Key findings

- behaviours such as independence, socialisation skills and early curriculum knowledge.
- Many staff talk about the buddy relationships between upper and lower primary classrooms. This includes Prep Buddies and Playground Buddies. Playground Buddies is an opportunity for Year 5 students to demonstrate their skills as part of their student leadership applications. Students comment they highly value the buddy programs.
 - Most staff convey they enjoy their work and feel optimistic about the school's direction. They highlight a collegial staff culture, positive engagement with parents, and a student body that is generally respectful and motivated. Teachers speak of the various commitments and tasks they undertake outside of student contact time to support their ongoing commitment to delivering high quality learning experiences. Many staff members express a desire for greater emphasis on promoting staff wellbeing, noting the value of existing initiatives that support student wellbeing.

Improvement strategies

Domain 4: Targeting school resources

Affirmations

- Staff articulate they are well resourced to support teaching and learning. They outline the diverse physical resources such as hands-on learning materials and technology resources that are available. They discuss how access to these resources supports increased use of engaging teaching strategies that deepen students' learning.
- Leaders describe how deliberate processes, such as alignment between AIP priorities and budget cost centres, have recently been implemented to more closely monitor and ensure appropriate budgetary expenditure. In consultation with the Business Manager (BM), the principal describes processes to monitor the budget and ensure the improvement agenda is effectively resourced.
- Staff and students detail their involvement in decisions regarding infrastructure investment. The principal explains allied health specialists and external subject matter experts are also actively involved in supporting the planning and design process as part of facility refurbishments and Landscape Management Plans for outdoor learning environments. They identify that this ensures investment is aligned with current research regarding learning environments within schools.

Key findings

- The principal articulates the ongoing plans for infrastructure enhancements and resource upgrades to provide 21st century teaching and learning. Leaders and some staff describe the deliberate reallocation and distribution of physical resources to further enhance access to teaching materials in the classroom.
- Many staff acknowledge the important role the P&C and external sponsors have in supporting school enhancement projects, including resourcing to support renewal of the teaching and learning and learning environment. The principal communicates these infrastructure initiatives are essential for enhancing innovative teaching and creatively engaging learning.
- Leaders prioritise financial investment into human resources, in relation to both employment and capability development, to support student learning. Some staff discuss the challenges of navigating the various industrial awards and agreements to balance students' needs and staff employment sustainability. Leaders acknowledge a need for ongoing monitoring of the budget and the impact of investments in physical and human resources to ensure the school remains financially solvent while delivering outcomes for all students.
- The principal communicates the high value placed on human resources and investment into capability building. Leaders articulate a significant proportion of the discretionary elements of the school budget is prioritised to fund release time for teachers to collaborate on curriculum planning. Teachers express appreciation for these opportunities.
- The principal and BM discuss how they work with other partners to enhance resources and funding. Some leaders speak about the success of engaging with a grant writer to help obtain grants that support infrastructure enhancements, enabling more school funds to be directed towards teaching and learning.
- Leaders and many parents outline the complexities in having an alternative site for the Outside School Hours Care (OSHC) program. They communicate how this impacts school enrolments and capacity of this service. Many parents express a desire for investment in further infrastructure to enable this service to be based on the school site.

Improvement strategy

- Consolidate processes for ongoing monitoring of financial and human resource investments to ensure desired outcomes for students and school priorities are delivered.

Domain 5: Building an expert teaching team

Affirmations

- Leaders prioritise the development of staff into an expert teaching team, recognising this as a key driver of improved student outcomes. They convey they support all members of the teaching team to actively pursue ongoing professional growth. Teachers consistently articulate a commitment to refining their practice in support of this shared goal.
- Leaders recognise the importance of distributive leadership and building capability of future leaders. They explain team leaders have been appointed, and part of their role is working collaboratively with the Head of Department – Curriculum (HOD-C) to engage in half-day pre-Curriculum, Assessment and Pedagogy (CAP) meetings to facilitate the unit planning process in English. Colleagues affirm the value of this work in facilitating successful collaboration during CAP meetings and building their capability.
- Beginning teachers and those new to the school speak positively about the induction program, noting its valuable role in supporting a smooth transition. They describe the program as a differentiated process to meet individual needs. Beginning teachers express they appreciate the support of assigned mentors, and opportunities to observe experienced colleagues' practice.

Key findings

- Staff explain capability development opportunities are provided through staff meetings, beginning teacher mentoring activities, and external PD activities. They articulate that most professional learning opportunities are led by school leaders, with support provided by experienced teachers and some engagement with experts.
- Teachers welcome half-day CAP design meetings to engage in collaborative curriculum planning, data discussions, moderation processes and sharing of teaching practices. They comment that these provide opportunities for collegial sharing and development of expertise. Teachers express they value the work of Heads of Department (HOD) in leading and supporting these meetings.
- The principal explains 'DYADs' have been introduced as a peer observation approach where teachers visit a colleague's classroom to reflect on a targeted element of the school's reading focus. Coaching questions are used to encourage reflection and promote improved practice. For teachers outside of DYADs, a leader facilitates an alternative observations and feedback process. Leaders communicate these processes are currently informal and are yet to be systematically monitored. They highlight a need for greater consistency and oversight over time.
- Teachers describe engaging in the Personal Learning Plan (PLP) process – Setting Professional Goals (SPG) – with a core focus on enhancing reading instruction. Progress towards goals is monitored through regular check-ins with a designated colleague. Several teachers communicate this process is beneficial for their professional learning.
- Teacher aides, known locally as teacher assistants, speak of regular professional learning opportunities aligned with their meeting schedule, and they express they feel valued as part of the professional team. Teacher assistants express a desire for greater communication during these meetings regarding operational matters.
- Leaders convey they appreciate networking opportunities. Teachers and leaders talk about participating in a Collaborative Learning Community (CLC) with local schools focusing on developing expertise in delivering the AC. The principal mentions the City Collective cluster, which provides a range of networking opportunities for teaching staff with local schools and extension

Improvement strategies

- **Strengthen school-wide practices for building staff capability through quality assurance processes to ensure intended outcomes are achieved and all staff experience meaningful professional growth.**
- Formalise opportunities for sharing professional practice with colleagues beyond the school, to foster deeper understanding of effective and innovative practices and facilitate exposure to diverse perspectives.

Affirmations

Key findings

- and enrichment opportunities for students. It also facilitates an Aspiring Leaders program.
- The principal recognises that providing opportunities for teachers to collaborate across schools and educational settings can facilitate exposure to diverse perspectives and innovative practice, and significantly enhance professional growth and instructional expertise. They seek to extend and formalise these opportunities to better support teachers' professional learning and development.

Improvement strategies

Domain 6: Leading systematic curriculum implementation

Affirmations

- Leaders describe an explicit, sequenced plan for curriculum implementation. They explain this plan drives planning for and delivering units. Teachers communicate planning and curriculum documents are available on SharePoint, supporting them to work together and with leaders to develop their capability in the AC.
- Leaders highlight the pre-CAP, and CAP design sessions occur each term. During these sessions teachers plan scheduled opportunities to meet regularly to discuss and develop curriculum units aligned with the priority area of English. Teachers speak positively of pre-CAP and CAP for enhancing curriculum design.
- Teachers discuss the reading 'Dream' Team' – a group of teachers who meet regularly to lead reading implementation from Prep to Year 6. The team describes seeking teachers' feedback and analysing relevant data to choose the current focus of 'shared and dialogic reading'. They explain they access professional learning from the Reading Hub and online modules to build their capability and support colleagues. Teachers express they value the supportive and structured implementation of the science of reading using this process.

Key findings

- The principal articulates they appreciate parents' and students' involvement in the learning process. Teachers explain that curriculum information is regularly shared with parents. Leaders recognise the many highly capable learners at the school. They highlight plans to enhance the role of students in curriculum development to incorporate their voice and promote engagement and 'real-life' learning experiences.
- Teachers comment regular meetings and planning sessions support their capability development in the AC. The HOD-C indicates further work is planned so teachers can effectively implement the Australian Curriculum Version 9 (ACV9) for other learning areas as well as accurately adjust curriculum units in line with students' needs and interests. The principal talks about a desire to enhance learning to encourage engagement, innovation and creativity. Leaders communicate a plan to consolidate existing processes for building the collective capability of teaching staff regarding the curriculum to support planning for and delivering contextualised and engaging learning experiences.
- Leaders indicate teachers work together to develop units of work in English and Mathematics aligned with the ACV9, and they adapt units for other learning areas. Teachers mention working with their cohort teams and their subject matter experts to consider changes to units or assessment tasks. The HOD-C explains marking guides are considered the 'point of truth' and are used to ensure assessment aligns with the achievement standards. The principal talks about a need to extend current processes to support leaders to more formally work with teachers to implement the curriculum and ensure program delivery is quality assured.
- Leaders talk about their involvement with other schools in a CLC to support curriculum, teaching and moderation. They discuss accessing the 'whole-school approach to moderation guidelines' to assist in reviewing practices across all year levels. They convey an intention to enhance the pre-CAP and CAP design process to include teacher discussions during and after unit implementation and continuing cross-school moderation.
- The principal and HOD-C outline changes made to assessment tasks to meet students' context and interests, and make learning relevant. The HOD-C explains how assessment tasks in English and Mathematics are scheduled in the curriculum plan. The principal conveys an intention to review assessment

Improvement strategies

- **Formalise procedures for leaders in supporting teachers' curriculum delivery to enhance quality assurance and ensure planned units are enacted effectively.**
- Consolidate processes for building the collective capability of teaching staff regarding the curriculum, to support planning for and delivering contextualised and engaging learning experiences.
- Embed a range and balance of assessments for portfolio moderation to provide students with multiple opportunities for demonstrating their learning against the achievement standards.

Affirmations

Key findings

practices to enhance positive student engagement, minimise behaviour and support students' learning improvement. Leaders explain a next step is to embed a range and balance of assessments for portfolio moderation to provide students with multiple opportunities to demonstrate their learning against the achievement standard.

Improvement strategies

Domain 7: Differentiating teaching and learning

Affirmations

- Teachers detail a range of in-class strategies they apply to provide individual student support and extension in learning. They consistently describe the use of pre-testing to help inform decisions regarding universal responses and targeted differentiation in curriculum delivery.
- Leaders and teachers discuss the use of various strategies, including year level acceleration and Individual Curriculum Plans (ICP) to extend highly capable students. They outline how they use evidence-informed resources when making decisions regarding acceleration and to carefully monitor ongoing student performance and wellbeing.
- Teachers speak with clear understanding about their students, and describe how they make adjustments within individual lessons and across units of work to support students to access learning.
- Leaders and teachers talk about their role in contributing to the diverse opportunities made available through the City Collective cluster of schools. These include programs such as debating, robotics and coding, and Science, Technology, Engineering and Mathematics (STEM) challenges that provide extension beyond the curriculum and are targeted at highly capable learners.

Key findings

- Many staff speak of their work and commitment in supporting all students to be successful. They discuss the collaborative approach between the inclusion team and classroom teachers to support all students. Some teachers speak of engaging in co-teaching experiences to strengthen their capability and explore different ways to meet individual students' needs. Leaders articulate teachers' confidence in meeting students' diverse learning needs is increasing, and they recognise many teachers would like to explore ways to enhance inclusive practices.
- Leaders and many teachers describe how practices for providing student support are evolving. They indicate there is an emerging focus on the use of data to better identify students requiring support or extension. They highlight that these practices are leading to stronger monitoring of the impact of interventions, helping the inclusion team to identify the right interventions for the right students at the right time. Leaders recognise further work is yet to occur to consolidate identification and monitoring practices.
- The principal explains a multidisciplinary approach for prioritising support for students is undertaken through Student Success Team meetings. Members of this team describe how they work with teachers and families to prioritise referrals for support and monitor students' progress. They discuss a need for ongoing refinement and streamlining of this process to maximise the use of existing data sets and information, while communicating progress notes efficiently with relevant school staff.
- Many teachers and leaders identify an increasing priority for the provision of targeted and intensive student support. They further acknowledge the importance of maximising universal classroom practices, including Universal Design for Learning⁷ (UDL) as a first step in student support. Many staff express a desire for greater clarity of the individual roles of classroom teachers and the inclusion team, including teaching assistants, in supporting differentiated teaching practices. Some leaders discuss engaging with research from the Education Endowment Foundation to shape the role of teaching assistants. They identify a desire for further investment in capability development to support staff in their roles.

Improvement strategies

- **Clarify the roles and responsibilities of all staff in differentiating teaching and learning to prioritise and target capability development for staff.**
- Refine processes for identifying and monitoring students requiring support to maximise the efficiency and effectiveness of resource allocations and support provisions.
- Systematically enact intervention models to align MTSS strategies with the demands of the AC.

⁷ Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

Affirmations

Key findings

- Leaders and many teachers describe the importance of ensuring the effectiveness of human resources that support students' learning. They describe an intention to further refine intervention models as part of a MTSS to ensure targeted and intensive teaching is connected back to classroom curriculum programs. Leaders and many teachers express a desire to systematise approaches for student support to enhance impact on student achievement aligned with curriculum expectations.

Improvement strategies

Domain 8: Implementing effective pedagogical practices

Affirmations

- Teaching staff discuss how teaching approaches differ depending on students' needs and the curriculum being delivered. They highlight using a range of pedagogical practices to support each student to learn successfully. Teachers describe explicit instruction (EI), gradual release of responsibility (GRR) and inquiry learning as pedagogies employed in classrooms.
- Leaders explain how quality teaching requires the development of teachers' capability to ensure teaching aligns with students' learning needs. They mention how they draw on a range of evidence and research to evaluate the effectiveness of teaching and make enhancements to practice. Teachers communicate the importance of research in building teachers' knowledge and skills in pedagogy.

Key findings

- The principal advocates for providing quality teaching and learning for every student to foster a love for learning and support them to experience success. They mention student voice is valued as part of the teaching process. Teachers discuss a range of learning opportunities and approaches for specific students, including digital pedagogies, as part of cluster learning activities. Leaders and teachers convey a belief in setting high expectations for every student's progress. Students express they value their teachers and welcome the range of ways teaching is provided.
- The principal explains that quality pedagogy is an important component in enhancing students' learning. Leaders discuss developing a Quality Standard in English and Mathematics pedagogical approaches to guide discussions about teaching and learning. They mention the development of a Pedagogy Action Plan to examine approaches used across the school.
- Leaders discuss the importance of excellence in teaching to support students' learning and engagement. Some teachers indicate that deep conversations about pedagogy are developing, particularly at the co-planning level. Leaders convey they appreciate teachers' varied expertise, and they encourage teachers to enhance their 'repertoire of practice'. Some leaders describe teachers having an 'unconscious competence' when it comes to pedagogy. They acknowledge an opportunity to formalise professional conversations with teachers as part of school-wide structures, to develop a shared language and understanding around pedagogy so teachers are able to better enhance teaching and support learning.
- The AIP describes the inclusion of learning walls in each room. Teachers speak about using their learning walls in various ways. A number describe the wall as a teaching resource, some as a feedback loop, and others discuss it as a reference tool for students. Some students mention 'Bump it up' walls and '1, 2 or 3 stars' systems as ways to show exemplar work and build students' ownership of their learning.
- The principal discusses the importance of creating exciting learning environments which promote engagement, challenge students to improve, and support their learning and wellbeing. They mention that current infrastructure projects in some classrooms are designed to encourage innovative practices that can be showcased as part of professional learning. These projects include

Improvement strategies

- **Formalise professional conversations as part of school-wide structures, to develop a shared language and understanding about pedagogy.**
- Further refine teaching practices and learning environments, including learning walls, to support students in feeling engaged, challenged, safe to take risks, and supported to learn.

Affirmations

Key findings

purpose-built spaces for learning walls and deliberate furniture choices to create exemplar learning environments that enhance pedagogy. They highlight implementing procedures to revitalise the use of learning walls as a pedagogical approach to support student-centred learning. Teachers and parents celebrate the planned projects as a way of enhancing the 'magic' about learning. The principal talks about enhancing this work in supporting all teachers and learning spaces to provide innovative and challenging teaching in an engaging and supportive learning environment.

Improvement strategies

Domain 9: Building school-community partnerships

Affirmations

- Staff describe a strong commitment to building meaningful partnerships with both the local and broader communities to enrich student learning, engagement and wellbeing. Leaders talk about prioritising the development of strategic relationships that directly address identified student needs and actively work to eliminate barriers to learning.
- Leaders express deep appreciation for the valuable contributions of the P&C. They convey how their financial assistance significantly enhances educational provision through the funding of teaching and learning resources, student bursaries, recognition awards, and initiatives in instrumental music and Information and Communication Technology (ICT). Staff also commend the P&C's integral role in facility improvements, including recent refurbishment of I Block classrooms.
- Leaders speak enthusiastically of the ongoing work to develop a Landscape Master Plan to remodel the school's outdoor spaces. They explain a partnership between Fred St Architectural Landscaping, the P&C, staff, students and members of the broader community is driving this work. Leaders communicate students are extensively involved in detailed consultation processes, and the project has been incorporated into curriculum planning. Students express excitement about this real-life learning opportunity.

Key findings

- Staff acknowledge parents as essential partners in their child's learning journey. Parents are actively invited to participate in various aspects of school life, including information sessions, semesterly parent-teacher interviews, and a range of social and celebratory events.
- Staff describe several approaches to keep parents informed of their child's progress. These include fortnightly school and class newsletters, the school website, emails, class updates, and social media. Many parents express appreciation for being regularly updated on upcoming events and deadlines, and they generally regard communication practices as effective.
- The principal expresses a strong desire to encourage inquiry, creativity and innovation in the school's learning context, and they recognise an opportunity to expand the partnership with parents by leveraging the varied skills and talents of the parent body to facilitate opportunities that enhance learning.
- Leaders and early years teachers discuss the evolving transition into school programs. They share that the transition program commences early in the year with visits by leaders to local Early Childhood Education and Care (ECEC) centres. They outline the introduction of expanded parent information sessions with guest speakers and school staff to support families' readiness for schooling. Leaders express a desire to attract further parents to the transition sessions, and they mention a playgroup operates at the school 3 days a week to support local families.
- Leaders identify that Year 6 students transition to multiple secondary schools. They discuss involvement with these secondary schools through various leadership programs and secondary school readiness activities to support students, no matter the school they will attend.
- Leaders mention valued partnerships with nearby high schools provide enriching learning opportunities for students. They discuss how local state high schools host 'Days of Excellence' that extend students through targeted programs. Additionally, the City Collective cluster coordinates mini festivals aligned to diverse interests such as writing, Science, coding, media arts, Mathematics, and storytelling.
- Staff describe the 'Hobbiton' project as a purposeful reinvention of a school space. In collaboration with students, parents, Men's Shed, and Rotary Club, this initiative has transformed underutilised spaces beneath school buildings into imaginative settings that encourage creativity and collaboration. Younger students describe feeling safer and more inclined to use these revitalised areas.

Improvement strategy

- Establish structured opportunities that leverage partnerships and the varied skills and talents of the parent body, to enhance learning experiences within classrooms and beyond.



Total Students

616

First Nations Students ⓘ

5 (0.8%)

Students With a Disability ⓘ

75 (12.2%)

Student in Care ⓘ

2 (0.3%)

ICSEA ⓘ

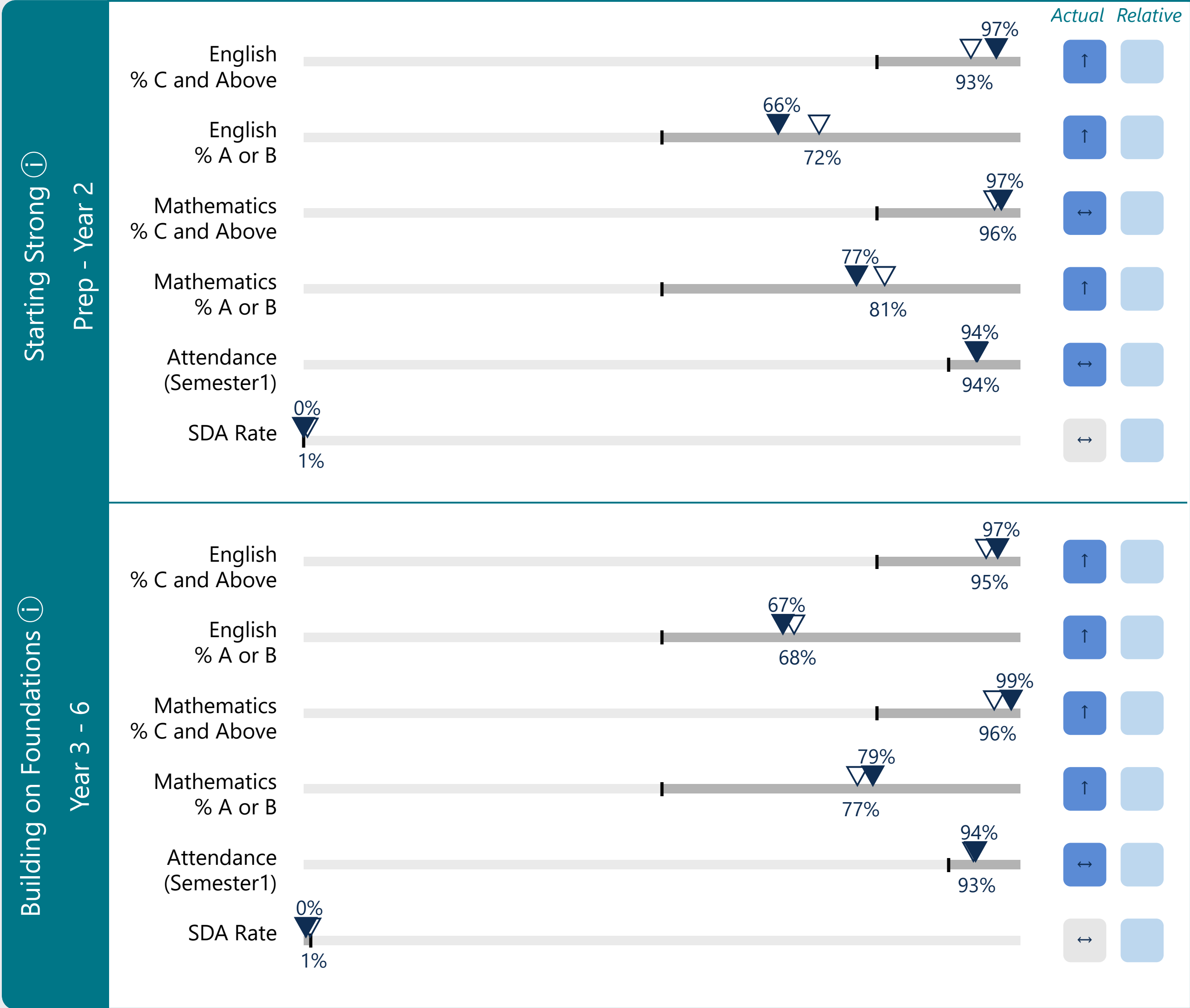
1140

School

Ascot State School

Student Performance

Governance



Financial Practices

Workforce Practices

HSW

School Mgmt.

Actual vs Planned Expenditure as at 30/06/2025 ⓘ

82.3%
Planned YTD expenditure has occurred

\$154,000.0
Planned expenditure still to occur this year

\$171,000.0
Funding provisioned for expenditure in future years

In bank account

Allocated Staffing Resources Used as at 15/07/2025 ⓘ

106.25%
Day 8 allocated teaching resources used

FTE diff
38.2
40.6

2.4
Day 8 FTE allocation paid FTE

Staff Morale (School Opinion Survey) ⓘ

65%

Completion of Annual Safety Assessment ⓘ

Yes No

Student Safety (School Opinion Survey) ⓘ

90%

School Audit Rating as at 30/06/2025 ⓘ

Self Manage Support Priority Support

Utilisation Rate as at 01/02/2025 ⓘ

<=60% 61%-80% 81%-94% >=95%