

Ascot 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 the Education Improvement Branch (EIB) at **Ascot State School** from **11 to 15 February 2021**.

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 the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Julie Raitelli	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Pringle Street, Ascot	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	707	
Indigenous enrolment percentage:	0.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	2.1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1142	
Year principal appointed:	2015	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Science, Technology, Engineering, Arts and Mathematics (STEAM) educator, Business Manager (BM), two administration officers, guidance officer, 26 teachers, two teacher aides, 59 students and 29 parents.

Community and business groups:

- School council, Parents and Citizens' Association (P&C) and Childcare and Kindergarten (C&K) Bayview Kindergarten and Preschool.

Partner schools and other educational providers:

- Junior school principal Kelvin Grove State College and principal Fortitude Valley State Secondary College.

Government and departmental representatives:

- State Member for Clayfield and ARD.

1.4 Supporting documentary evidence

School Improvement Priorities 2021	Strategic Plan 2016-2020
Investing for Success 2021	School data plan schedule
Teaching of Reading Framework	School Data Profile (Semester 2 2020)
OneSchool	Professional Pathways 2021
Teaching of Writing Framework	Curriculum planning documents
Ascot Learning Models	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum framework	School data policy
Headline Indicators (October 2020 release)	Professional learning program Term 1 2020



2. Executive summary

2.1 Key findings

The school leadership team is united and committed to driving a strong and aligned improvement agenda.

Leaders focus on evidence from research and student data to support school processes to guide systematic approaches for student improvement. The stated belief of *'Lifelong learning for lifelong success'* is modelled through the leadership team and staff, parent learning opportunities and connections to community.

The school promotes the vision of *'happy students learning together to grow and succeed'*.

Students, parents, staff and community members speak highly of the school. A school-wide commitment to purposeful successful learning is apparent, with professional and dedicated staff demonstrating the expectation that every student will learn and achieve. The tone of the school is calm, positive and friendly and parents identify a strong commitment by staff members to support student wellbeing.

School leaders are focused on supporting teachers to enact high quality curriculum.

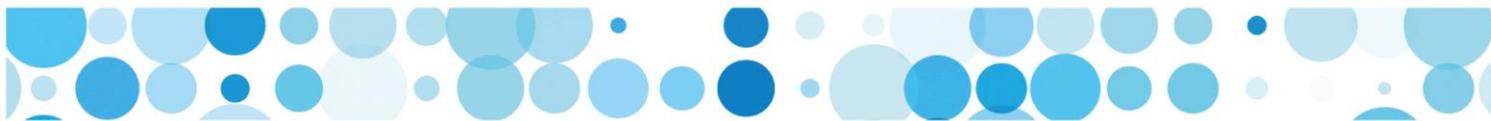
The school's curriculum plan provides teachers with a framework for what and when teachers should teach in the learning areas from Prep to Year 6. Staff members express that they appreciate the clarity of the plan. Many teachers demonstrate high level curriculum knowledge and skills in various learning areas aligned to the Australian Curriculum (AC).

Staff members are committed to an inclusive culture to maximise outcomes for all students.

Staff identify positive and respectful relationships as a key component of engaging students in their learning. Staff members articulate that all students are capable of learning given the appropriate learning opportunities and required supports. Teachers utilise data sets to support the identification of student misconceptions and next steps for learning. Teaching staff use a range of differentiation strategies to varying degrees within their classrooms.

The leadership team views the collection, analysis and review of reliable data as an essential component in the implementation of the school's improvement agenda.

A detailed assessment and reporting schedule provides details regarding the 'what' and 'when' of assessment to be delivered across the school. Data conversations are scheduled each term to discuss the learning progress of students. These conversations utilise a range of data sources. Members of the leadership team and some staff identify the need to continue to deepen data literacy as a means to strengthen the understanding of student data to support the next steps of learning for all students.



Leaders recognise the importance of teacher knowledge and skill in a range of proven pedagogical practices.

School leaders express the importance of ensuring the school's pedagogical practices are present in curriculum planning and are consistently implemented. School leaders have recently published 'Ascot Learning Models', identifying and describing a range of research-based pedagogies that teachers are encouraged to use. Teacher depth of understanding of these pedagogies currently varies.

The school has an ongoing focus on the effective implementation of a Science, Technology, Engineering, Arts and Mathematics (STEAM) program.

Staff have recently completed unit planning and Professional Development (PD) in the teaching of technology, including its integration across the curriculum. Levelled questioning is recognised by teachers as an important aspect of their understanding to support all learners. Some teachers identify the desire to replicate the recently used strategies and processes to further develop their knowledge and skills in the teaching of other aspects of STEAM.

Parents are appreciative of the efforts of staff and their commitment to their child.

Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs. The school council and Parents and Citizens' Association (P&C) include a large and committed group of community members and parents that act as partners in the support and education of students.

Opportunity is provided for students to participate in a wide range of internal and external extracurricular offerings.

Students engage in the Arts with the dedicated support of a dance and drama teacher in the early years, through a STEAM program, and with an instrumental program. Students participate in a junior, intermediate and senior band, a show band, strings ensemble, the Ascot Chorale Choir, the Ascot Singers Choir and Piccolos Choir. The school is well recognised for the quality of its music program and receives regular invitations and opportunities to perform at events.

Staff members welcome opportunities for collaborations and professional learning.

Staff meetings, professional learning programs, curriculum planning opportunities and year level meetings are utilised to build teacher capability in priority areas. Professional learning dyads and triads, in conjunction with shadow coaching and observation cycles enable teachers to strengthen current knowledge sets and pedagogies.



2.2 Key improvement strategies

Identify and analyse teacher understanding of all relevant learning areas of the AC, in addition to the general capabilities and cross-curriculum priorities, and develop a PD strategy to ensure proficiency.

Deepen teacher knowledge and understanding in relation to best practice high-yield differentiation to meet the needs of all students, including high achieving students.

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.

Enhance teacher capability in understanding, selecting and applying the appropriate school-identified pedagogical approaches to meet the diverse learning needs of students.

Replicate strategies and processes used to develop teacher knowledge and skills in the teaching of technology to the other aspects of STEAM.