



SCHOOL REVIEW REPORT

Ashgrove State School

31 Glory St, Ashgrove



13 Celadon St
Sunnybank Hills
Qld 4109

ACN 147 502 967

5 September 2019
Anita Bond
Principal
Ashgrove State School
31 Glory St
Ashgrove QLD 4060

Dear Anita

Following the Self-Assessment Prepared by your school and the subsequent Accreditation Panel Visit, I write to confirm that the Australasian Schools Accreditation Agency grants Accreditation Status to your school for a period of four years from September 2019.

Maintenance of your Accreditation Status is subject to the ASAA receiving an Annual Report that shows progress in implementing the recommendations in the Accreditation Status Report that follows.

Yours sincerely

A handwritten signature in black ink that reads 'K. Rogers'. The signature is written in a cursive style with a large, looped 'K' and a trailing flourish.

Ken Rogers
Chair
Australasian Schools Accreditation Agency

*ASAA
ACCREDITED SCHOOL*



Ashgrove State School

K. Rogers

Director, ASAA

September, 2019

EXECUTIVE SUMMARY

Achievements

The ASAA School Review Panel identified a number of areas of school's current practices that it commends. These are set out in this report; however, the ASAA panel particularly wishes to encapsulate the following areas of school practice as demonstrating high levels of performance.

1. Staff, students and parents support the school statement of excellence and have a deep sense of pride for the school and its community.
(C10, C14, C18, A8)
2. The school leadership team and staff have strong cohesive rapport resulting in a positive learning environment and improved learning outcomes for all students.
(A10, A13, A19, A20, A21)
3. There is a very high level of student achievement across the school at both State and national levels. 2019 Relative gain from Year 3 to Year 5 in writing is outstanding.
(C7)
4. Learning Intentions and Success criteria are embedded across the school making learning visible to students.
(C8, C12, C13)

Pathways to the Future

In conducting its School Review, the panel determined the following outcomes to be achieved over the next three years. Aspects of these outcomes are set out as recommendations in the sections of this report that follow.

1. Work with stakeholder groups to review and refine the vision and statement.
(R1, R2)
2. Embed differentiated teaching practices to support high performing students.
(R4, R5)
3. Provide more rigour within the Watching Others Work framework to support the development of teacher capacity to further develop teacher knowledge and engagement with the Pedagogical Framework.
(R8, R9)

1. IDENTITY

1.1 PURPOSE, VISION AND VALUES

Outcome Statements

- 1.1.1 The school has a clearly articulated Statement that embodies high aspirations and goals for student learning and professional performance in line with Education Queensland's strategic intentions.
- 1.1.2 The school's Statement is known and subscribed to by all key stakeholder groups.
- 1.1.3 All school structures, policies and practices explicitly align with and reflect its Statement.
- 1.1.4 The school's Statement is reviewed and updated against a documented renewal cycle.

Commendations

- C1. Excellence is a key driver for all stakeholder groups.
- C2. Staff, students and parents support the school statement of excellence and have a deep sense of pride for the school and its community.
- C3. Elements from the You Can Do It program are used as the framework to establish the agenda for each assembly, which is student led.
- C4. The attributes of a successful learner are underpinned by celebration and recognition of individual achievement for all students and this is valued by parents, staff, students and the wider community.
- C5. The school provides multiple opportunities through community activities and communications to promote excellence.

Affirmations

- A1. The school's commitment to excellence are communicated to the community via assemblies, newsletters, recognition programs and celebrations.
- A2. The Leadership Team have recognised the need to develop a new school vision and statement.

Recommendations

- R1. Work with stakeholder groups to review and refine the vision and statement.
- R2. Review school values to ensure clear alignment to school rules.

2. TEACHING AND LEARNING ENVIRONMENT

2.1 LEARNING OUTCOMES

Outcome Statements

- 2.1.1 Students develop a clear understanding of how they learn, what they know and can do, and know they can use this knowledge and their skills to enhance their future learning.
- 2.1.2 Student outcomes are equivalent to or exceed comparable like schools and demonstrate progressive improvement.
- 2.1.3 Student data is regularly analysed and used to determine teaching approaches to improve student outcomes.
- 2.1.4 The school has an agreed improvement agenda.

Commendations

- C6. Data Conversations focus on a variety of data sets including PAT, A-E, NAPLAN to inform teaching and document differentiation.
- C7. The School Improvement Agenda has focused on writing with outstanding results in relative gain from year 3 to 5.
- C8. Success Criteria and Learning Intentions are consistently used across the school, A and C exemplars provide evidence to support learning.

Affirmations

- A3. Moderation Processes are clear and robust and occur prior to mid-point check in and end of unit moderation.
- A4. A Year 6 Maths inquiry been trialled with University of Queensland and Australian Catholic University to extend students in Mathematics.
- A5. Open ended pre-assessment tasks are being trialled to form targeted learning groups.

Recommendations

- R3. Extend moderation process to include other learning areas.
- R4. Embed differentiated teaching practices to support high performing students.
- R5. Continue to develop teacher capability to design resources for open-ended pre-assessment to inform teaching and learning.

2.2 CURRICULUM

Outcome Statements

- 2.2.1 The planned curriculum aligns with the school's Statement and meets the national and state system requirements, especially in areas such as Literacy and Numeracy.
- 2.2.2 The curriculum provides for the full range of students.
- 2.2.3 The curriculum clearly addresses the cognitive, social and physical development needs of students as they move through phases of schooling, especially in areas such as Literacy and Numeracy.
- 2.2.4. A high priority is placed on ensuring that the planned curriculum is delivered.

Commendations

C9. The school has identified a need for curriculum reform and engaged an external consultant to undertake a process and a report has been presented.

Affirmations

A6. The school has indicated its intention to implement the recommendations from the Curriculum review.

Recommendations

R6. Implement the recommendations from the Curriculum Review Report.

2.3 EFFECTIVE TEACHING

Outcome Statements

- 2.3.1 The school has a clearly articulated pedagogical framework.
- 2.3.2 Teachers have a well-founded knowledge and understanding of their discipline.
- 2.3.3 Teachers demonstrate effective practices which engage and motivate students to achieve to their potential.
- 2.3.4 The learning environment is designed to meet the learning needs of all students.
- 2.3.5 Learning opportunities are maximised.
- 232.6 The culture of the school promotes learning.
- 2.3.7 Teachers use a variety of ongoing assessment to advance student learning.
- 2.3.8 The school develops partnerships with parents, businesses and community organisations to improve outcomes for students.

Commendations

- C10. Student and parent feedback indicate strong support for teacher performance.
- C11. There is a pedagogical framework in place, reflective of current evidenced based high impact strategies
- C12. The use of Learning Intentions and Success Criteria combined with the Gradual Release of Responsibility have sharpened teacher capacity to make learning visible for students.
- C13. Individual Student Goals are derived from the Success Criteria of each unit.
- C14. Evidence of a focus on a culture of excellence provided through interviews and discussions with parents, teachers and leadership team stakeholders.
- C15. A number of partnerships and sponsorships are offered with local businesses with an Ashgrove Business Directory listed on the school's website.

Affirmations

- A7. An Assessment and Reporting Schedule outlines the types of assessments being used, and for what purpose.
- A8. High parent uptake of volunteering to offer time and expertise to support student learning.
- A9. Evidence of school routines and rules being consistently applied across the school.

Recommendations

- R7. Continue to develop teacher understanding of the intent of the Australian Curriculum and align high yield pedagogical practices to support the implementation of the Australian Curriculum.
- R8. Provide more rigour within the Watching Others Work framework to support the development of teacher capacity to further develop teacher knowledge and engagement with the Pedagogical Framework.

R9. Use the Watching Others Work framework to build teacher capacity in the Digital Technology Curriculum.

R10. Continue to develop teacher understanding and capacity of the Pedagogical Framework through the PD Calendar.

R11. Further refine the use of student folios to support the development of individual student goals and moderate folios at end of semester to support teacher judgement for reporting.

3. ORGANISATIONAL MANAGEMENT

3.1 GOVERNANCE

Outcome Statements

- 3.1.1 The structure and processes of governance are aligned with the school's statement.
- 3.1.2 The school leadership works collaboratively with the School Council and/or Parents and Citizens Association to achieve the school's purpose.
- 3.1.3 The school's Senior Leadership Team articulates the school's direction through long-term, mid-term, and short-term plans for achieving its purpose.
- 3.1.4 Clear boundaries and decision-making structures are established to develop policy, manage operations and monitor financial budgets.
- 3.1.5 The school's policies are reviewed and updated against a specific renewal cycle.
- 3.1.6 The school's policies and practices comply with systemic requirements.

Commendations

- C16. The school has moved on recommendations by an external curriculum review highlighting areas for improvement in current practices.
- C17. The School Council and P and C Association have clarity over their respective roles in promoting student learning.
- C18. The School Council and P and C have stated strong support for the school and its leadership team and have articulated a strong willingness to support students.
- C19. All members of the Leadership Team and support teachers have clear role descriptions outlining key responsibilities and deliverables.

Affirmations

- A10. Teachers feel valued with their opinions sought and considered by members of the school leadership team.
- A11. Opportunities for aspirational leaders to take on leadership roles within project teams in the school.
- A12. Student Leaders have opportunities to influence school projects.

Recommendations

- R12. Provide Year Level Leaders with clear roles and responsibilities to provide clarity for all stakeholder groups.
- R13. Allocate time for Year Level Leaders to meet and share ideas, concerns and review progress.
- R14. Maximise leadership opportunities for aspiring leaders through the Year Level Leader position.

R15. Establish performance benchmarks in key improvement areas to be the focus of regular review.

R16. Consider including Teacher Aides in Year Level Meetings to promote consistent pedagogical practices and effective teaching teams.

3.2 LEADERSHIP

Outcome Statements

- 3.2.1 School leadership at all levels focuses on core educational outcomes, student learning and teaching.
- 3.2.2 The leadership team positions the school to respond to current and future opportunities and challenges.
- 3.2.3 School leaders behave ethically, build trust, and work collaboratively to achieve the school vision.

Commendations

- R20. A culture of high expectations and improvement has been fostered throughout the school.
- R21. The leadership team is clearly focused on teaching and learning, and data is analysed and informs planning.
- R22. The school has built trust with its community through transparency of decision making and effective communication.
- R23. Effective long-term planning is evident through strategic plans that have detailed project action plans incorporating timelines and review processes.

Affirmations

- A13. Effective Leadership development processes are in place with the Aspiring Leaders Program.
- A14. Year Level Leader positions are used to support year levels and provide leadership opportunities for some aspiring leaders.
- A15. Student Leaders are active in the school community; they initiate and drive projects to engage students.
- A16. The School Council has a strategic role and supports the Leadership Team.

Recommendations

- R17. Further develop the Aspiring Leaders Program to ensure opportunities for capacity building are offered each year.
- R18. Document the roles, responsibilities and deliverables for Year Level Leaders to provide clarity.

3.3 MANAGEMENT

Outcome Statements

- 3.3.1 School management ensures that staff has the capacities required to ensure highly effective management of all programs, and high-quality teaching and support for student welfare.
- 3.3.2 Resources are managed effectively and innovatively to ensure student learning is maximised to achieve strategic priorities in the development of new directions.
- 3.3.3 Management is based on a clear structure of planning, goal setting, and monitoring and performance review against targets
- 3.3.4 The school responds continuously to data and other evidence from formal and informal feedback about its performance in the short-term, medium-term and long-term.
- 3.3.5 The school has established an effective data management system, with appropriate access, storage and retrieval protocols

Commendations

C24. The Principal is strategic in the creation of targeted roles to enhance student learning and community partnerships.

C25. The school manages multiple opportunities for students to engage in learning enhancement and enrichment activities.

Affirmations

A17. The facilities in the school are maintained at a high standard.

A18. The school has a well-managed budget that reflects the school's short- and long-term priorities.

A19. School data management systems are regularly accessed by school leadership, middle management and teachers to monitor student outcomes.

Recommendations

R19. Provide regular budget updates to program managers to enable efficient monitoring of their budget positions.

R20. Formulate a review process to evaluate the impact of internal and external professional development.

School Review Methodology

The ASAA school review process involves the following core activities:

1. The school undertakes a self assessment against the ASAA Accreditation Standards.
2. The school provides ASAA with a report based on its self-assessment.
3. ASAA appoints a School Review Panel to visit the school to evaluate the evidence used and the judgements made by the school in its self-assessment, and to undertake any necessary further assessments required in making its evaluation against the ASAA Accreditation Standards.
4. The Leader of the School Review Panel prepares a draft report of its findings for discussion with the principal and presentation to the ASAA Board for confirmation.

School Review Panel

Panel Chair

Melissa Provost-Boyle Principal Wondall Heights State School

Panel Members

Trevor Carr Principal Greenslopes State School

Sonya Wilson Deputy Principal Wynnum State School

Dianne Nichols Deputy Principal Kedron State High School

Observer

Ken Rogers ASAA Liaison officer