

Ashgrove State School







School review executive summary

About the school

Ashgrove State School acknowledges the shared lands of the Turrbal and Jagera nations, and the Turrbal and Jagera people of the Turrbal language region.

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	708
Indigenous enrolments	0.7%
Students with disability	4.2%
Index of Community Socio-Educational Advantage (ICSEA) value	1187

About the review

 <p>3 reviewers from 31 October to 2 November 2023.</p>	 <p>173 participants</p>	 <p>51 school staff</p>
 <p>67 students</p>	 <p>45 parents and carers</p>	 <p>10 community members and stakeholders</p>

Key improvement strategies

Domain 6: Leading systematic curriculum implementation

Refine processes for internal and external moderation to deepen teachers' understanding of the achievement standards and build capability in making consistent judgements about student learning.

Domain 8: Implementing effective pedagogical practices

Collaboratively refine the school's agreed pedagogical approaches to enhance teachers' repertoire of pedagogical practices aligned to the learning areas of the Australian Curriculum.

Domain 5: Building an expert teaching team

Establish Quality Assurance and regular instructional leadership practices to enhance a systematic school-wide approach to effective curriculum implementation.

Expand opportunities for teachers and leaders to learn from and collaborate with colleagues from within and outside the school to enhance a strong culture of continuous professional learning.

Domain 3: Promoting a culture of learning

Collaboratively review student behaviour support processes to identify behaviour expectations and implement consistent, school-wide systems with associated rewards, accountabilities and responsibilities.

Key affirmations



A culture of high expectations for student learning, engagement and wellbeing is established.

The school ethos is built around high expectations for student engagement and behaviour, and successful learning for all students. The tone of the school reflects a school-wide commitment to purposeful learning where all students are supported through challenging, engaging and locally relevant learning. Students recognise that the rich learning experiences available at the school support and extend them in their learning.

Staff, students and parents express a strong sense of pride in their school.



Staff characterise their school in terms of a productive, supportive and caring community of professionals. Staff, students and parents articulate a strong sense of pride in the school and express a strong desire for the school to maintain its position as a school of choice in the community. Students describe their school as friendly, challenging and an exciting place to learn. A community culture is reflected in interactions between staff, students and parents.

Staff speak positively of the collegial and supportive school culture.



Teachers speak of the collegial support they receive from other members of staff. They describe the sharing of resources, and the personal support and professional advice they receive from other teachers and leaders. Staff express appreciation for the visibility and availability of leaders and the ideas they gain from collaborating with colleagues.

Staff and parents describe an inclusive school, celebrating difference.



Teachers' practice is reflective of a belief that, given the right support, all students are capable of progressing in their learning. They articulate how they differentiate learning for their students. Teachers express a genuine desire to meet students' levels of readiness to move to the next step in their learning.