

# Ashwell State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Ashwell State School** from **19 to 20 June 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their lead principal to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Louise Wilkinson	Internal reviewer, SIU (review chair)
Martin Hodgson	Peer reviewer



## 1.2 School context

<b>Location:</b>	Reinke Road, Ashwell
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1887
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	55
<b>Indigenous enrolment percentage:</b>	7.0 per cent
<b>Students with disability enrolment percentage:</b>	7.0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	955
<b>Year principal appointed:</b>	2017
<b>Full-time equivalent staff:</b>	5.9
<b>Significant partner schools:</b>	Marburg State School, Grandchester State School, Haigslea State School, Mount Marrow State School, Rosewood State High School
<b>Significant community partnerships:</b>	Ipswich City Council, a long-term neighbour and member of the Parents & Citizens' Association (P&C), School for Bootcamp
<b>Significant school programs:</b>	Ashwell State School Reading Framework that incorporates the Daily 5, The Café Book, Question-Answer Relationship (QAR) and Explicit Instruction(EI), online literacy and numeracy programs Reading Eggs and Mathletics, OWLS (Organisation, Wise Choices, Lifelong Learners, Safety), Student Council



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three classroom teachers, Advisory Visiting Teacher (AVT) - inclusion, guidance officer, administration officer, schools officer, three teacher aides, cleaner, four student school captains, two student councillors, five students and seven parents.

Community and business groups:

- P&C president, treasurer, secretary, school chaplain, owner of local bootcamp business and local long-term neighbouring resident, parent and P&C member.

Partner schools and other educational providers:

- Principal and deputy principal of local state high school.

Government and departmental representatives:

- Division 10 Councillor for Ipswich City Council and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2013-2016
Investing for Success 2017	School Data Profile (Semester 1, 2017)
Headline Indicators (Semester 1, 2017)	School budget overview report
OneSchool	Term 2 Duty Roster
School Assessment and Data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
Whole School Curriculum Overview	School Opinion Survey
Prep to Year 6 class timetables	Specialist and Itinerant Staff Timetable 2017
Reading Framework 2017-2018 and Implementation Plan	Prep to Year 6 Bookwork and Presentation Policy
School Emergency Response Plan 2017	



## 2. Executive summary

### 2.1 Key findings

**The principal has established a clear vision to improve learning outcomes for every student.**

There is regular communication that the school expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes. The school's two improvement priorities are: Improve student outcomes in Reading under which sit three strategies with 12 accompanying actions; and, Australian Curriculum (AC) implementation with two strategies and seven accompanying actions. These improvement priorities have been developed in consultation with staff members and parents and are effectively communicated in a range of ways.

**A strong, collegial culture of mutual trust and support is apparent amongst all staff members.**

The principal has established a clear vision to improve learning outcomes for every student. All staff members are committed to achieving this and they work enthusiastically as a team in their different roles to achieve school improvement. All staff members articulate they have regular, ongoing informal and formal conversations regarding student learning, wellbeing needs, teaching strategies and curriculum adjustments.

**A new Reading Framework for the school has recently been introduced.**

The principal recognises the teaching of reading requires further development and has recently introduced a new *Reading Framework*. An implementation plan is developed to undertake Professional Development (PD) and drive consistency of actions for the teaching of reading within classrooms for all staff members.

**The principal gives priority to understanding and addressing the learning needs of all students.**

The principal has worked hard to fill substantive vacancies in the teaching team for Semester 2 and appointments are now finalised. The refinement of the school's induction program, clarification of staff roles and responsibilities to best address the needs of students, and the best use of staff capacity, expertise and interests are yet to occur.

**The principal understands current student achievement levels, and how achievement levels have changed over time.**

As a direct response to this, and national and departmental improvement priorities, the school has devised an Explicit Improvement Agenda (EIA). This EIA is expressed as School Improvement Priorities 2017 in the school's Annual Implementation Plan 2017 (AIP). A new school strategic plan is yet to be formulated.





**The principal understands the importance of a pedagogical framework to document school-wide expectations for instructional practices.**

The principal leads improvements in teaching and learning for the school and demonstrates a strong conviction that improved teaching is the key to improved student learning and that research-based teaching practices will be used. Descriptions of explicit teaching strategies, inquiry strategies and a collegially devised rationale for the research base for the signature school pedagogies with accompanying PD are yet to occur.

**The AC is delivered through adaption and adoption of the Curriculum into the Classroom (C2C) resources.**

This is a school improvement priority for 2017. Units from the C2C are taught for English, mathematics, science, Humanities and Social Sciences (HASS), the Arts, Health and Physical Education (HPE) and languages. The principal reports that summative assessment in most learning areas is based on the C2C assessment tasks. A system for tracking the delivery of AC content descriptions across year levels is yet to be documented in the school's curriculum plan as is the schedule of summative assessment and an expectation of teaching time allocations to address the learning areas in all subjects.

**Community members show pride in the school and appreciate the school's history and traditions that are shared, in many cases, through generations of attendance at the school.**

Parents comment positively on life at the school. They report their child enjoys coming to school and value the relationships they have with school staff members. Most parents particularly value the small school environment. They articulate a belief that this enables a more personalised journey for their child through their primary school years. The current leadership stability of the school is viewed positively by the school community.



## 2.2 Key improvement strategies

Review the school's induction processes for new and beginning staff members, including the development of documented roles and responsibilities for all staff members to assist with the smooth operation of the school.

Collaboratively renew the school's strategic plan and ensure clarity and alignment with other recent key documents for future improvement.

Collaboratively develop a school pedagogical framework that will provide the research-based teaching practices expected to be used in all classrooms so that every student is engaged, challenged and learning successfully.

Collaboratively refine the whole-school curriculum, assessment and reporting framework to include all necessary details.