

# Aspley 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 School Improvement Unit (SIU) at **Aspley State School** from **11 to 13 February 2019**.

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

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Mike Ennis	Internal reviewer
Norm Hunter	External reviewer



## 1.2 School context

<b>Location:</b>	Maundrell Terrace, Aspley
<b>Education region:</b>	Metropolitan Region
<b>The school opened in:</b>	1890
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	716
<b>Indigenous enrolments:</b>	2.3 per cent
<b>Students with disability enrolments:</b>	2.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1095
<b>Year principal appointed:</b>	2016
<b>Day 8 Staffing teacher full-time equivalent (FTE):</b>	37.7
<b>Nearby schools:</b>	Aspley East State School, Craigslea State School, Aspley State High School, Craigslea State High School, Wavell State High School
<b>Significant community partnerships:</b>	Aspley Swimming Club, Swim Solutions, Rotary Club of Aspley, Geebung Returned and Services League of Australia (RSL), resident artist, Chinese language classes, Vipers Netball, Chess Club, Bengali Indian cultural group, Camp Australia, The Holt Bolt, Halogen Young Leaders Forum, BRAINWays, Compton Gardens Retirement Community, Aspley Hypermarket, local churches, local chaplaincy committee, Education Queensland International (EQi)
<b>Significant school programs:</b>	International Baccalaureate (IB) Primary Years Programme (PYP) candidate school, Aspley Reading Club (ARC), Reading Rockets, Project 5, BOOST, Instrumental Music Programs, Northside Music Muster, Fraser Music Tour, Honours Music Muster, choirs, School Musical, Aspley Art Affair, Sparrows Soccer, Eagles Cup Soccer, Writers Clubs, Student Leadership Program, Aspley Speaks Out, Chess Club, Garden Club, International Competition and Assessment for Schools (ICAS), Global Youth Forum, Interschool and Regional Sports, Student Leadership Programs, BConnected, School Camps, Club Kidpreneur, Singfest, Literacy Olympics and Mathematics Challenge Days, Host for EQi International Study Tours, EQi Home Stays Tours



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Student Support Services (HOSSS), IB-PYP coordinator, 27 classroom teachers, science teacher, teacher librarian, two Student Support Services (SSS) teachers, music specialist teacher, 13 teacher aides, Business Manager (BM), three administration officers, 18 parents and 68 students.

Community and business groups:

- School council chair, school council member, Parents and Citizens' Association (P&C) president and vice-president, Outside School Hours Care (OHSC) coordinator and artist-in-residence.

Partner schools and other educational providers:

- Feeder high school principal and two early learning centre coordinators.

Government and departmental representatives:

- Federal Member for Lilley and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan	Explicit Improvement Agenda 2019
Investing for Success 2018	Strategic Plan 2015-2019
One-page curriculum overview	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Collaboration time overview
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Statement of roles and responsibilities	Headline Indicators (2018 interim release)
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**Curriculum planning processes in the school are collaborative in nature with strong commitment from teachers to implementing agreed curriculum units.**

The leadership team has initiated release time for an hour each week for year level collaborations. Teachers report they value the time provided to plan curriculum units with their colleagues and the support given by school leaders. This process is fostering a consistency of implementation for curriculum units delivered across each year level and is enhancing teacher knowledge of the Australian Curriculum (AC).

**A key aspect of the capability development process for teachers is the work they undertake in their year level teams.**

This work includes curriculum planning, data discussions, moderation processes, peer observation and feedback, and Student Support Services (SSS) collaboration. These year level meetings are welcomed by teachers as opportunities for collegial sharing and the development of mutual trust and respect within the teaching team. The work of Leaders of Learning and Innovation (LOLI) is valued by their year level colleagues. Their professional expertise assists in shaping the work of colleagues leading to a greater consistency of practice.

**The school leadership team recognises that inclusion is a system priority.**

The Head of Student Support Services (HOSSS) is leading a school-wide process to enhance the model for inclusion supporting the learning and wellbeing of students with disability and other students with diverse needs. SSS staff members work predominantly in classrooms alongside teaching colleagues. Some students are withdrawn on occasion for specialist work. The co-planning of learning experiences for identified students and consideration of reasonable adjustments are emerging aspects of this work.

**The leadership team is committed to the development of staff into an expert teaching team.**

Capability development opportunities for school staff members are an important aspect of the school's improvement plan. Currently, some staff meetings take a professional learning focus. Collaboration meetings are valued as opportunities for collegial sharing. The principal understands the benefits of developing a schedule for professional learning that aligns a broad range of opportunities for capability development for all staff including support for Annual Performance Development Plans (APDP), the agenda for collaborations, coaching and mentoring processes and the enactment of feedback.



**The school has developed a comprehensive pedagogical framework, 'The Aspley Way'.**

The signature pedagogical practices expressed in this framework are the Gradual Release of Responsibility (GRR) model and the Dimensions of Teaching and Learning (DoTL). The framework additionally refers to Explicit Direct Instruction (EDI), High Impact Instruction and Visible Learning. These pedagogies are unpacked as a checklist of Expectations for Practice at the school. Teachers report they do not regularly refer to this framework to inform their practice. The school leadership team recognises the importance of developing a pedagogical framework that is reflective of agreed practices for teaching and learning, is considered in curriculum planning processes, and is consistently implemented across the school.

**The school's leadership team and teaching staff members express a commitment to implementing curriculum programs aligned to the AC.**

The school has commenced the process of implementing aspects of the International Baccalaureate (IB) program and currently has 'candidate school' status. In 2019, there are plans for teachers to collaboratively devise two transdisciplinary units that provide opportunities for students to develop skills against the IB learner profiles. A Primary Years Programme (PYP) coordinator is appointed to lead the implementation of this curriculum initiative. The leadership team is aware of the importance of establishing strong Quality Assurance (QA) processes to ensure effective delivery of the AC is maintained through the IB transdisciplinary units.

**There is widespread belief in the school that all students are capable of learning successfully if motivated and given appropriate support and learning opportunities.**

A number of initiatives are established to enrich and extend the learning of highly capable learners. The needs of these students are currently catered for through a range of co-curricular programs external to the classroom. These programs complement the school's BOOST program. Some teachers provide learning through differentiated groupings and classroom work on higher order thinking. Many staff members acknowledge further work needs to be undertaken to develop a school-wide approach enhancing the learning of highly capable learners. Currently this is in the early stages of development through the work of the HOSSS.

**The leadership team is committed to enhancing the professional culture of the school.**

Most teaching staff members report they are committed to implementing the school's improvement agenda. Some staff members indicate they would appreciate further opportunities for input into school decision-making processes. The school has been undertaking a change agenda in recent years and some staff members indicate the current processes for consultation, collaboration and communication do not yet provide them with an adequate voice. This has impacted on levels of staff morale over the last couple of years. The leadership team reports they are committed to working with staff members to address this issue.



**The school is regarded as high performing and as a place that supports and cares for students.**

The tone of the school is calm, positive and friendly and parents identify there is a strong commitment by staff members to support learning and student wellbeing. There are few instances of inappropriate behaviour. Students feel well cared for by staff members and appreciate the positive relationships they have with their teachers. They speak openly of how safe they feel at school with few episodes of bullying and disrespectful interactions apparent.

**Students are provided with a range of learning experiences that enable them to develop skills in areas of enthusiasm or interest.**

The school promotes music and choral endeavours through its instrumental music and choir programs that engage large numbers of students. Students were involved in the performance of a school musical at the end of 2018 that was a highlight on the school calendar. A range of other co-curricular activities are offered to students. These include drama club, gala sports days, annual speaking competition and International Competition and Assessment for Schools (ICAS) academic testing processes. A school camping program is offered to students in Years 3 to 6. Students express appreciation at the time school staff take to provide them with these learning experiences. Parents speak highly of these opportunities for engagement in co-curricular learning.



## 2.2 Key improvement strategies

Collaboratively develop an agreed plan for capability development for all school staff that provides access to a broad range of professional learning opportunities including enactment of APDPs, collegial engagement, coaching and mentoring and models of feedback.

Sharpen the school's pedagogical framework to ensure it is clear, reflective of agreed practices for teaching and learning, considered in curriculum planning processes, and consistently implemented across the school.

Quality assure delivery of the AC in relation to the school's IB transdisciplinary units through regular collaborative planning, delivery and review cycles.

Continue to collaboratively develop and document an agreed school-wide approach to extend and enrich the learning of highly capable students, so that it becomes a part of each teacher's repertoire of practice.

Enhance the professional culture of the school by collaboratively developing, implementing and monitoring strategies to ensure appropriate levels of collaboration, consultation and communication occur to maintain high levels of staff morale.