



School Improvement Unit Report

Aspley State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Aspley State School from 6 to 8 October 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Maundrell Terrace, Aspley
Education region:	Metropolitan
The school opened in:	1890
Year levels:	Early Childhood to Year 6
Current school enrolment:	716
Indigenous enrolments:	4.7 per cent
Students with disability enrolments:	4.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1081
Year principal appointed:	2012
Number of teachers:	39.7 Full-time equivalent
Nearby schools:	Aspley State High School, Aspley East State School, Craigslea State School, Craigslea State High School
Significant community partnerships:	Aspley Swimming Club, Brainwaves, early childhood providers
Unique school programs:	Swimming program, iPad classes, Speak Out, numeracy support teacher



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principals
 - Master teacher, numeracy support teacher, Head of Curriculum (HOC) and Head of Special Education Services (HOSSES)
 - 30 teachers
 - 17 teacher aides
 - 30 students
 - Member for Aspley
 - President, vice president and treasurer of Aspley State School Parents and Citizens' Association (P&C)
 - Chair of school council and two parent representatives
 - School chaplain
 - Two principals from neighbouring schools
 - Student welfare officer
 - 30 parents

1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Anne-Marie Day	Peer reviewer
Frank Schoonderbeek	External reviewer



2. Executive summary

2.1 Key findings

- Aspley State School has a strong sense of community, where teaching and learning takes place in a calm and well-ordered manner.

There is a strong collegial culture and mutual trust among all staff. The school is characterised by strong positive relationships between staff, students and parents.

- The school has a strong ethic of care and support for all students.

School leaders give high priority to understanding and addressing the learning needs of all students. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.

- A strong culture of data analysis is evident across the school.

School leaders are committed to school-wide analysis and discussion of systematically collected data on student outcomes including academic, attendance and behavioural outcomes. The school has embedded a systematic plan for the collection, analysis and use of a range of student achievement data.

- Data literacy of the teaching staff is progressively being enhanced.

Analysed data is provided by leaders and some teachers report that they use class dashboard or OneSchool.

- The leadership team recognises that further data literacy among staff and students is needed.

In accordance with The Aspley Way, 'self-managed individuals' are able to articulate what they need to do to improve their learning. Students were not able to articulate their related goals for improvement.

- Teachers express an interest in participating in coaching and mentoring professional development.

Teachers report that they would like the opportunity to observe other colleagues both at Aspley and other schools. There is no formal arrangement currently in place to support this practice, rather it occurs on an ad hoc basis.

- School leaders and all teaching staff are committed to the belief that every student is capable of learning successfully.

Teaching staff use class data sets to monitor student progression and to guide differentiation for a range of students in the classroom. Comprehensive intervention learning plans and schedules have been developed for all lower achieving students.



2.2 Key improvement strategies

- Provide a focus to enhance teachers' data literacy and understanding.
- Develop a coaching model to strengthen observation, reflection and feedback processes for all teachers to build consistency in the understanding and delivery of instructional practices across the school.
- Consider ways to communicate data to every student and parent to encourage students to aspire to higher achievements.