

# Aspley State School







## School review executive summary

### About the school

Aspley State School acknowledges the shared lands of the Jagera and Turrbal nations.

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	710
Indigenous enrolments	1.6%
Students with disability	14.7%
Index of Community Socio-Educational Advantage (ICSEA) value	1102

### About the review

 3 reviewers from 17 to 19 October 2023	 168 participants	 56 school staff
 88 students	 20 parents and carers	 4 community members and stakeholders

### Key improvement strategies

#### Domain 1: Driving an explicit improvement agenda

Collaboratively review the school vision and current values and aspirations in consideration of system and community expectations and student needs to inform and align future strategic planning and actions.

#### Domain 5: Building an expert teaching team

Develop the instructional leadership capability of all leaders to ensure line of sight to expected classroom practice, pedagogies and intended curriculum.

#### Domain 8: Implementing effective pedagogical practices

Implement a range of evidence-informed high-impact strategies considerate of the learner, learning and curriculum to increase the number of students achieving Level of Achievement (LOA) A–B.

#### Domain 7: Differentiating teaching and learning

Build staff capability in using a repertoire of differentiated teaching strategies to support the needs of individuals and groups of students, including high-achieving students.

#### Domain 3: Promoting a culture of learning

Develop systematic curriculum monitoring processes to ensure the intended curriculum is being enacted in every classroom.

### Key affirmations

**Teachers and leaders indicate that ‘Collaboration meetings’ are driving ongoing curriculum development and deepening teacher knowledge of the Australian Curriculum (AC).**



Teachers share their appreciation for the work of leaders in providing clear and timely advice and being supportive of all curriculum development processes. Teachers articulate a clear understanding of the AC English achievement standards, content descriptions and elaborations and how these inform marking guides.

**Staff members share their appreciation for the principal’s commitment to providing clarity when enacting change, and the intentional, measured pace of the improvement agenda.**



Staff attribute strong staff morale to the current leadership ethos. They express a strong value for collegial relationships within year level cohorts, which include sharing resources and supporting each other in planning for student needs. School community members emphasise that all students are welcome and staff appreciate and value the range of diverse cultures within the school. Staff members articulate a commitment to their students as their key driving force.

**Leaders are working to build a Professional Learning Community (PLC) characterised by ongoing collaboration and teamwork.**



Staff members highly value the regular collaboration sessions that enable year level teams to share professional practice and their knowledge of student needs, and to deeply focus on meeting the needs of identified marker students. Teachers express that they value professional learning opportunities, including for the Science of Reading and trauma-based practices.

**Leaders share their aim to engage, inspire, support and challenge all students to be their best and to achieve their best.**



Leaders and teachers are united in their move to an Explicit Improvement Agenda (EIA) focused on excellence in teaching. The Annual Implementation Plan (AIP) 2023 includes clear strategies for developing and implementing the English and Mathematics curriculum, providing targeted student support in Prep to Year 2, and using community connections to refine educational pathways. Community representatives share their appreciation for the AIPs clarity in articulating the roles and expected actions of all leaders, teachers and students.