

Aspley East State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Aspley East State School** from **16 to 18 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

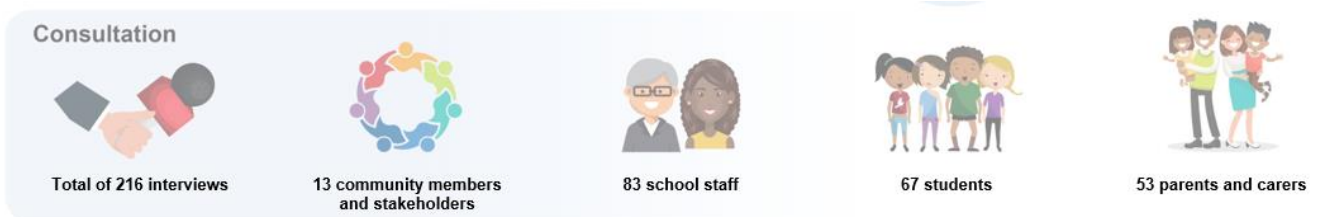
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Kim Kelly	Internal Reviewer, SRR (review chair)
Leanne Odorico	Peer Reviewer
Natalie Taylor	Peer Reviewer
Tom Robertson	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Turrbal Land We acknowledge the shared lands of the Turrbal nation and the Turrbal people of the Turrbal language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	885
Indigenous enrolment percentage:	3.6%
Students with disability percentage:	13.1%
Index of Community Socio-Educational Advantage (ICSEA) value:	1058

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **21 to 23 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1059 and the school enrolment was 881 with an Indigenous enrolment of 2% and a student with disability enrolment of 5%.

The key improvement strategies recommended in the review are listed below.

- Review and audit the school-wide curriculum to guarantee and sequence coverage of key elements of the Australian Curriculum (AC) across all year levels and learning areas. (Domain 6)
- Collaboratively design preferred planning models to enable teachers to work with the AC to ensure alignment of unit plans, common assessment and moderation processes to deepen consistent teacher judgements against achievement standards. (Domain 6)
- Collaboratively review with staff ongoing implementation of the investigative approach and Bring Your Own Device (BYOD) model to determine and enact agreed next steps to support further implementation. (Domain 8)
- Further develop agreed leadership roles within the Professional Learning Plan (PLP) to articulate the focus, schedule and protocols used by leaders in supporting teacher capability with a clear alignment to the Explicit Improvement Agenda (EIA). (Domain 5)
- Collaboratively identify methods and times for all teachers to routinely utilise classroom data to analyse student achievement and evaluate teaching success. (Domain 2)

2. Executive summary

2.1 Key affirmations

A deep commitment to the belief that every student is a learner is apparent.

The leadership team and staff value the importance of mutually respectful, caring relationships as essential to successful learning in classrooms. Students articulate a confidence that their leaders and teachers know them and help them grow as learners. Teachers speak with passion about their students and the learning occurring inside and outside their classrooms. Parents appreciate the support for learning that teachers and staff provide, and highly value the investigative approaches to learning embraced by the school.

Emphasis is placed on systematic curriculum delivery and student achievement.

Leaders and teachers agree that successful implementation of curriculum within the school is a result of intentional focus and dedication to improve their knowledge of the AC. Teachers express that they feel capable and confident in their ability to deliver the curriculum. Teachers highlight the value of collaborative planning days and student progress meetings as opportunities to strengthen collegial sharing, deepen knowledge of AC and foster a culture of shared ownership for student learning. Students articulate teachers 'help them to learn and encounter new challenges' and help them to 'bump up their work'. Parents comment that they are happy with their child's learning.

High levels of mutual trust and collegiality are established.

Leaders nurture a culture of collaboration and celebration, and teamwork is fostered within the school. Leaders express a strong commitment to developing professional teaching teams and effective leaders. They understand the important role teachers, future leaders and support staff play in supporting student learning and success. Teachers and teacher aides appreciate the mutual trust and support of colleagues. Students share that teachers give them responsibility and trust. Parents indicate they value the commitment and support of staff in fostering a positive, engaging learning culture.

The community has great pride in the school.

A culture of belonging, community and connection is apparent across the school. Staff express a strong commitment to making the school a great place to learn. Students speak positively of the connections established with teachers and leaders which assist them to achieve success in their learning. Parents describe teachers and leaders as approachable, caring and friendly, and proudly recommend the school to others. Community members speak highly of the school's diversity and inclusivity, and value staff's authentic engagement with students.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Collaboratively develop a consistent, whole-school approach to behaviour support founded on core values, agreed expectations and positive reinforcement to ensure a safe and inclusive learning environment for all students.

Domain 7: Differentiated teaching and learning

Co-construct a school-wide vision and shared understanding of inclusive education to foster collective ownership of successful learning and achievement for all students.

Strengthen staff capabilities to implement a suite of evidence-informed differentiation strategies to support the diverse learning and wellbeing needs of all students.

Domain 2: Analysis and discussion of data

Enhance teachers' data literacy to include collection and analysis of data to inform the next steps of learning for all students.

Domain 8: Effective pedagogical practices

Strengthen teacher understanding and capability to consistently implement an agreed suite of effective, school-wide pedagogical approaches to engage and challenge students in their learning.