ACCREDITATION STATUS REPORT

Ashgrove State School

31 Glory Street Ashgrove

24 November 2015
Patrick Murphy
Principal
Ashgrove State School
31 Glory Street
ASHGROVE   QLD   4060

Dear Pat,

Following the Self-Assessment Prepared by your school and the subsequent Accreditation Panel Visit, I write to confirm that the Australasian Schools Accreditation Agency grants Accreditation Status to your school for a period of four years from 1st January 2016.

Maintenance of your Accreditation Status is subject to the ASAA receiving an Annual Report that shows progress in implementing the recommendations in the Accreditation Status Report that follows.

Frank Peach
Chair
Australasian Schools Accreditation Agency

ASAA
ACCREDITED SCHOOL

Ashgrove State School

Director, ASAA

November, 2015

EXECUTIVE SUMMARY

Accreditation Outcome

Ashgrove State School is granted Accreditation Status for four years from January 2016. Accreditation Status confirms ASAA's assessment that the school meets the requirements for accreditation. Continuing Accreditation Status is subject to ASAA's acceptance of an Annual Accreditation Confirmation Report.

Annual Accreditation Confirmation Reports will demonstrate that the school is implementing the Recommendations specified in this Accreditation Status Report to achieve the outcomes established for the school's "Pathways to the Future".

The Annual Accreditation Confirmation Report will also document the school's capability to meet the ASAA Accreditation Standards for the following year.

Achievements

The ASAA Accreditation Panel identified a number of areas the of school's current practices that it commends. These are set out in this report, however, ASAA particularly wishes to encapsulate the following areas of school practice as demonstrating high levels of performance.

1. There is a strong rapport and collaboration by stakeholders throughout the school community.

    (C1, C2, C3, A1, C4, C11, C13, A10)

2. The commitment and enthusiasm of the school leadership team and staff has created a very positive learning environment.

    (C3, C4, C8, C10, C11, C14, C15, A6, A8)

3. There is a very high level of student achievement across the school at both State and national levels.

    (C3, C5, C6)

Pathways to the Future

In conducting its Accreditation Assessment, the Accreditation Panel determined the following outcomes to be achieved over the next three years. Aspects of these outcomes are set out as recommendations in the sections of this report that follow.

1. There is an opportunity to distil and articulate succinctly and clearly the aspects of the school's Identity.
    (R7, R8)

2. There are opportunities to further improve student achievements through the careful use of data.
   (R5, R12, R17, R20, R24)

3. An opportunity exists to align the work of teachers throughout the school more explicitly in pursuit of the school's goals.
   (R1, R3, R4, R6, R7, R8, R13, R15, R16, R21, R25)

4. Even higher student achievement should be targeted by the school.
   (R9, R10, R11, R18, R19)

5. The current effective leadership in the school can be enhanced to promote sustainability and further success.
   (R22, R23, R28)

1. IDENTITY

1.1 PURPOSE, VISION AND VALUES

Outcome Statements

1.1.1 The school has a clearly articulated Statement that embodies high aspirations and goals for student learning and professional performance in line with Education Queensland's strategic intentions.

1.1.2 The school's Statement is known and subscribed to by all key stakeholder groups.

1.1.3 All school structures, policies and practices explicitly align with and reflect its Statement.

1.1.4 The school's Statement is reviewed and updated against a documented renewal cycle.

Commendations

1. The students wear their uniform with pride, shared their respect for the school and the people in the school, and demonstrated a kind attitude and valued the school opportunities provided.

2. There is a strong sense of ownership, shared across the school community.

3. The enthusiasm of students and professionalism of staff generate engaged learning and extended learning outcomes.

Affirmations

1. The school identity is apparent in action.

Recommendations

1. Develop and document a cycle of systemised review that aligns the school vision, values to school processes and priorities.

2. Use the scheduled strategic plan review process to articulate clearly, and enrol the school community in, the school's Purpose, Vision, Values, Goals, Strategies and Performance Indicators.

2. TEACHING AND LEARNING ENVIRONMENT

2.1 LEARNING OUTCOMES

Outcome Statements

2.1.1 Every student develops a clear understanding of how they learn, what they know and can do, and know they can use this knowledge and their skills to enhance their future learning.

2.1.2 Student outcomes are equivalent to or exceed comparable like schools and demonstrate progressive improvement.

2.1.3 Student data is regularly analysed and used to determine teaching approaches to improve student outcomes.

2.1.4 The school has an agreed improvement agenda.

Commendations

4. The school regularly celebrates successful teaching and learning outcomes.
5. Students are achieving at a very high level compared to state and national performance.
6. Student behaviour exemplifies the school's expectations - 'Be Kind, Be Safe, Be Responsible and Be Respectful'.

Affirmations

2. Student data is collected and analysed to measure student growth.

Recommendations

3. Clarify and sharpen the School Improvement Agenda to align with the teaching and learning process of the school.

4. Refine practices to improve consistency of student feedback.

5. Further refine the system of tracking and monitoring whole school targets.

6. Strengthen moderation processes between and across each year level and access the cluster to test comparability with other schools.

7. Engage key curriculum and teaching roles to work closely together for improved outcomes.

2.2 CURRICULUM

Outcome Statements

2.2.1 The planned curriculum aligns with the school's Statement and meets the national and state system requirements, especially in areas such as Literacy and Numeracy.

2.2.2 The curriculum provides for the full range of students.

2.2.3 The curriculum clearly addresses the cognitive, social and physical development needs of students as they move through phases of schooling, especially in areas such as Literacy and Numeracy.

2.2.4. A high priority is placed on ensuring that the planned curriculum is delivered.

Commendations

7. Parents are well informed of student academic and classroom activities.

8. The school's curriculum affords students the opportunities to excel in extra curricular activities such as instrumental, sports and an extensive range of competitions and extension activities.

9. Literacy and Numeracy are a focus with ICTs as a vehicle to support student engagement.

10. The creation and implementation of the Stephanie Alexander program adds a rich dimension to the curriculum.

11. The Ashgrove Literature Festival, with its leadership, community engagement and inclusivity with other schools is a significant example of real world curriculum integration.

Affirmations

3. Documentation of curriculum delivery includes teaching and learning expectations and a reference for monitoring across year levels.

Recommendations

8. Monitor and evaluate class practices regarding curriculum delivery to ensure a coherent and sequenced implementation of 'The Ashgrove Approach'.

9. Prioritise the development of school wide practices around the explicit teaching of reading, writing and spelling, based on valid and current research.

10. Require differentiation to be reflected in all planning.

11. Provide appropriate professional development in curriculum differentiation to support teacher decisions regarding curriculum pedagogy and to identify ways to progress student learning in the U2B.

12. Establish a methodology to track, measure and report student progress over time and implement on a school wide basis, including the triangulation of data.

13. Provide regular written feedback to teachers bringing together the various agencies that work with teachers in classrooms for alignment to support teacher growth.

14. Continue to develop the Early Years transitions strategy with local child care providers.

15. Align achievement standards, assessment, teacher decision making to the curriculum delivery.

2.3 EFFECTIVE TEACHING

Outcome Statements

2.3.1 The school has a clearly articulated pedagogical framework.

2.3.2 Teachers have a well-founded knowledge and understanding of their discipline.

2.3.3 Teachers demonstrate effective practices which engage and motivate students to achieve to their potential.

2.3.4 The learning environment is designed to meet the learning needs of all students.

2.3.5 Learning opportunities are maximised.

232.6 The culture of the school promotes learning.

2.3.7 Teachers use a variety of ongoing assessment to advance student learning.

Commendations

12. Significant priority is given to supporting and enhancing teaching and learning across the school.

Affirmations

4. Explicit instruction is evident in some classrooms.

Recommendations

16. Clarify the integrity of the Ashgrove Approach as the Pedagogical Framework across the school.
17. Embed a culture whereby teachers are accountable for tracking, accessing, analysing and synthesising data to make informed decisions around differentiated learning.
18. Extend the range of teaching practices that cater for higher order thinking.
19. Build on the Learning Goals culture which has started to emerge.
20. Provide staff training to utilise fully the potential of OneSchool.

3. ORGANISATIONAL MANAGEMENT

3.1 GOVERNANCE

Outcome Statements

3.1.1 The structure and processes of governance are aligned with the school's statement.

3.1.2 The School Council and/or Parents and Citizens Association works collaboratively with school leadership to achieve the school's purpose.

3.1.3 The school's Senior Leadership Team articulates the school's direction through long-term, mid-term, and short-term plans for achieving its purpose.

3.1.4 Clear boundaries and decision-making structures are established to develop policy, manage operations and monitor financial budgets.

3.1.5 The school's policies are reviewed and updated against a specific renewal cycle.

3.1.6 The school's policies and practices comply with systemic requirements.

Commendations

13. There is a positive working relationship between the Parents and Citizens' Association (P&C) and School Council and the Principal.
14. There is a focus by the Senior Leadership Team on teaching and learning as the central driver of decision making processes.

Affirmations

5. The roles and responsibilities of the Parents and Citizens Association, the School Council and the school leadership team are clear.

Recommendations

21. Further develop structured management systems that coordinate decision making process and actions throughout the school.

3.2 LEADERSHIP

Outcome Statements

3.2.1 School leadership at all levels focuses on core educational outcomes, student learning and teaching.

3.2.2 The leadership team positions the school to respond to current and future opportunities and challenges.

3.2.3 School leaders behave ethically, build trust, and work collaboratively to achieve the school vision.

Commendations

15. The Administration Team demonstrates strong, ethical leadership which engenders trust and community support to achieve the school vision.

Affirmations

6. The school's policies and practices provide teachers with leadership opportunities and contribute to the development of leadership density.

Recommendations

22. Continue to implement the roles and responsibilities of Year level Leaders as documented
23. Embed a distributed leadership model in the school to sustain and further develop the school's future success

3.3 MANAGEMENT

Outcome Statements

3.3.1 School management ensures that staff has the capacities required to ensure highly effective management of all programs, and high quality teaching and support for student welfare.

3.3.2 Resources are managed effectively and innovatively to ensure student learning is maximised to achieve strategic priorities in the development of new directions.

3.3.3 Management is based on a clear structure of planning, goal setting, and monitoring and performance review against targets

3.3.4 The school responds continuously to data and other evidence from formal and informal feedback about its performance in the short-term, medium-term and long-term.

3.3.5 The school has established an effective data management system, with appropriate access, storage and retrieval protocols

Commendations

16. Duties are assigned to members of staff commensurate with their abilities/expertise to maximise the effectiveness of school management and improvement strategies.

17. Appropriate facilities, equipment and resources are provided for achieving the school's purpose and plans are in place to cater for current and future student needs.

18. Resources are utilised flexibly and innovatively to achieve strategic targets.

Affirmations

7. The commencement of Apple iPad program is being acknowledged by staff, parents and students as an engagement agency for learning.

8. Staff are engaged in a process of performance development to identify strengths and weaknesses and development needs for continuous improvement.

9. The school sponsors a personal professional development process that is valued by staff.

10. The school is actively engaging the community through a Business Partners' Network.

Recommendations

24. Refine a data management plan that assists to embed a culture whereby teachers are accountable for accessing and analysing data to make informed decisions around differentiated learning.

25. Maximise outcomes from Professional Development experiences by adopting appropriate effective teaching practices and ideas, across the school, in the context of school priorities.

26. Develop a rigorous and systematic school budget development process that is open and transparent to staff and key stakeholder groups.

27. Better manage risk in relation to students' safety, such as before school/after school and playground duty.

28. Refine and further develop the line management in the school.

Accreditation Methodology

The ASAA accreditation process involves the following core activities:

1. ASAA makes a preliminary assessment of the school against the ASAA Accreditation Standards and takes a decision as to whether the school is ready to seek accreditation.

2. The school undertakes an assessment against the ASAA Accreditation Standards.

3. The school provides ASAA with a report based on its self-assessment.

4. ASAA appoints an Accreditation Panel to visit the school to evaluate the evidence used and the judgements made by the school in its self-assessment, and to undertake any necessary further assessments required in making its evaluation against the ASAA Accreditation Standards.

5. The Leader of the Accreditation Panel prepares a draft report of its findings for presentation to the ASAA Board.

6. The Accreditation Panel makes a recommendation to the ASAA Board as to whether Accreditation is to be conferred, or not.

7. The ASAA Board subsequently makes a decision to confer Accreditation Status, or defer Accreditation Status until such further actions recommended by the ASAA Board have been implemented to its satisfaction.

Accreditation Panel

Panel Chair

Glenyce Hadfield, Principal, Wynnum State School

Ken Rogers, Director, ASAA

Panel Members

Samantha Knowles, Executive Principal, North Lakes State College

Sandra Wright, Principal, Lake Clarendon State School

Greg Peach, ASAA Associate

School Liaison / Observer

Frank Peach, Director, ASAA