

Ascot State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

Ascot State School acknowledges the Turrbal people, the Aboriginal owners of the land where we learn and play. We recognise their importance in maintaining and caring for Country over thousands of years. We hope that through a path of reconciliation, we'll be able to create an Australia that's both conscious of its roots, its successes and its failures, and looks towards the future with hopeful eyes. May the strength and wisdom of the First Nations peoples of Australia be with us today.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	631
Aboriginal students and Torres Strait Islander students	1%
Students with disability	16.5%
Index of Community Socio-Educational Advantage (ICSEA) value	1140

About the review

 3 reviewers from 15 to 17 July 2025	 200 participants	 53 school staff
 112 students	 24 parents and carers	 11 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Refine the school's current vision, values and aspirations, incorporating stakeholders' perspectives, to ensure they reflect priorities and underpin initiatives.
Domain 6: Leading systematic curriculum implementation Formalise procedures for leaders in supporting teachers' curriculum delivery to enhance quality assurance and ensure planned units are enacted effectively.
Domain 7: Differentiating teaching and learning Clarify the roles and responsibilities of all staff in differentiating teaching and learning to prioritise and target capability development for staff.
Domain 8: Implementing effective pedagogical practices Formalise professional conversations as part of school-wide structures, to develop a shared language and understanding about pedagogy.
Domain 5: Building an expert teaching team Strengthen school-wide practices for building staff capability through quality assurance processes to ensure intended outcomes are achieved and all staff experience meaningful professional growth.

Key affirmations



Staff articulate the diverse range of opportunities for students to engage in innovative learning experiences beyond the curriculum, both within and beyond the school, to enhance their learning experience.

Staff outline opportunities such as instrumental music, choir, the school musical, debating, and mini festivals of learning. They describe how these contribute to the whole-school experience, providing opportunities for student extension. Students detail how they contribute their voice to school initiatives through the student council and processes such as the Landscape Management Plan. Staff articulate they are well supported with hands-on learning materials and technology resources which enhance student engagement and deepens their learning. Staff describe investments into learning and outdoor environments as 'adding a little bit of magic', encouraging student creativity.



Leaders discuss a strong commitment to building meaningful partnerships with the local and broader community to enrich students' learning, engagement and wellbeing.

Leaders place a strong emphasis on cultivating strategic partnerships that target students' specific needs. They express appreciation for the vital support provided by the Parents and Citizens' Association (P&C) and many sponsors, acknowledging the financial contributions as instrumental in enriching teaching and learning experiences. P&C members and school council representatives speak positively of the support they provide for operational and strategic projects. Leaders actively promote student involvement in all aspects of the school, and foster a welcoming, inclusive school environment that embraces families and strengthens community connections.



Leaders highlight the use of evidence-informed strategies and collective sharing of a range of research to enhance teaching and inform decision-making.

Staff discuss the various research that informs their initiatives, including processes for student engagement, clarity of roles, and strategic planning. This is further supported by engagement with subject matter experts to inform decisions. Leaders describe working with teachers to create 'Quality Standards' in priority areas to support agreed and consistent practices. Teachers articulate they are building their knowledge and capability to improve students' learning, engagement and wellbeing. Teaching staff describe using research and collegial sharing of ideas to support targeted teaching approaches.



Staff, students and parents collectively voice a sense of pride in the high-achieving school and value its history for contributing to quality teaching and forming the basis for future learning initiatives.

Leaders celebrate the school's strong traditions which are used to guide opportunities for future enhancements. They express they value the role of students in contributing to teaching and learning. Teachers talk about classrooms as 'happy' places with a strong learning focus. Parents and carers admire the work of staff in nurturing students' sense of belonging and learning success. They describe a culture of high expectations and say they feel welcome as partners in their child's schooling. Students comment, 'There is always a teacher to say hello to me and greet me in the morning with a smile and make my day go even better'. The 2024 School Opinion Survey indicates 89.5% of students and 95.4% of parents agree with the statement 'This is a good school', which is above like, region and Queensland State School results. Students describe the school as 'amazing'.