

Ashgrove State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

All Queensland schools are required to report to our school communities on the progress of the school in prescribed areas. The intent of this report is to provide a set of information that is common for all State and Non-state Schools in Queensland. It provides an overview of the highlights and successes of Ashgrove State School during the 2015 school year.

The school in 2015 was extremely active in developing school facilities and advancing curriculum and learning. There has been a major emphasis placed on teacher professional development as the school further embraces the reform agenda of Education Queensland. Over the last six years the results in the Year 3 and 5 Tests have been exceptionally high, which is a reflection of the school's unrelenting focus on the development of a rich curriculum and ensuring quality teaching to all students in the school. The school takes great pride in reporting that student results in the 2015 NAPLAN Year 3 and 5 were considerably above State and National averages in every cohort on each aspect tested.

School progress towards its goals in 2015

The 2015 school year has been a wonderful twelve months for Ashgrove State School.

In 2015 the school entered its third year as an Independent Public School. Being an Independent Public School provided the school with an enhanced level of school autonomy, flexibility and accountability. Over the next few years this will continue to provide outstanding opportunities for the students of Ashgrove and make the school a truly world class school.

The significant achievements that have occurred over the last 12 months are:

- NAPLAN Results were in the top 20 schools in Queensland.
- The year three cohort from 2015 placed in the top 10 schools in NAPLAN.
- Under the Investing for Success program significant new programs were introduced at Ashgrove, these included:- Establishing Learning Central which employs an additional two teachers working as learning futures teachers to work with any student below the Ashgrove Benchmarks. This work is supported by additional teacher aides who also support students to lift their

achievements. Reading Blitz teacher aides work in Years 1-3. Writing Coach and teacher aide tracking the data of every student in the school.

- New Teaching and Learning Positions were maintained under the IPS model.
- Year Level Leaders who coach, mentor and create alignment continue in all year levels.
- The Writing Coach position initially funded under IPS was significantly enhanced under the I4S funding and has helped lift our students writing skills as reflected in NAPLAN.
- The after school Student Tutorials continued throughout the year.
- Under the IPS model the school brokered a number of successful partnerships through the director of Advancement position.
- The Ashgrove Business Network was established and a number of functions held.
- The Master Teacher position was launched at the school with this person coaching and mentoring all teachers in explicit teaching.
- The school launched a further two BYO iPad classes with over 370 students in the classes.
- The School Fete raising well in excess of \$75,000 profit.
- The Senior Choir received a Platinum award at Fanfare and finished in the top 6 choirs in the region.
- The school Debating teams continued to be successful.
- The Ashgrove Literature Festival was held in August and was highly successful and was supported by the 'Girls Night In' and book launch hosted by Mia Freedman.
- The ninth successive Ashgrove State School Trivia night was held.
- 43 children took part in the GRIPPS program.
- The school achieved outstanding School Opinion Survey results
- The school installed full Wireless connectivity.
- The third Academic Awards Night was held for Prep to Year 5.
- The school launched the QParents Application for which Ashgrove was one of two trial schools throughout the state.
- The refurbishment of the Swimming Pool Change Sheds
- Teacher Aide for Visual Art Classes
- Permanent Microphone System at Stop Drop and Go Zone
- Shelter Shed next to the new Playground.
- Cricket Nets Refurbished.
- Partial Refurbishment of the Oval.

Future outlook

Ashgrove State School continues to build upon its successes into 2016. The Schools Explicit Improvement Agenda in 2016 is as follows.

- Ensure that every student is reading and comprehending to their potential.
- Advance the writing capacity and competence in every student in the school.
- Have outstanding data gathering and analyzing processes that are used by all staff members to drive the individual performance of every student in the school.

Our school aims to:

- Have 75% of students achieve an A or B in English in year three and five
- Have in excess of 80% of students in Year 3 in the upper two bands for NAPLAN reading
- Have in excess of 75% of students in Year 5 in the upper two bands for NAPLAN reading
- Increase the percentage of students in the top two bands for writing for NAPLAN
 - Year 3: 70% in the top two bands for writing (NAPLAN)
 - Year 5: 60% in the top two bands for writing (NAPLAN)

Our school at a glance

School Profile

Ashgrove State School was established in 1877. It is located in the inner North West suburbs of Brisbane approximately five kilometers from the CBD. Enrolment in Years P-6 has increased significantly in the last few years from 467 in 2004. The 2015 school year started with 750 students in 30 classes. This growth has resulted in the school having to enforce its enrolment management plan and unfortunately turn away many families who wish to come to the school, who live outside the catchment area. The school is comprised of a combination of single classrooms, double-teaching areas, and modular classrooms. All classes in the school are straight year level classes.

The school is supported by a community where parents and students are actively engaged in a wide range of literacy practices, including higher-level pursuits of study and the arts. Parents are highly involved with their children's education, both at school and at home. The majority of parents are professionals or associate professionals, and there is little unemployment in the local area. There is a stable experienced teaching workforce, who is constantly upgrading their skills and engages in regular professional development.

Ashgrove State School aims to provide outstanding educational experiences that will prepare our students for the future. The school has a proud tradition of academic excellence and is well supported by the parent and local community. Being an Independent Public School provides the school with the opportunity to develop programs that meet the needs of the student body through increased autonomy and flexibility.

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	724	347	377	5	98%
2014	775	384	391	9	97%
2015	751	368	383	12	97%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students arrive at Ashgrove State School in Prep with high levels of oral language skills. The parent community value education and see the benefits to their children. There are high standards of student behaviour expected and in most instances the children are able to meet these standards.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	23
Year 4 – Year 7 Primary	23	24	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	7	7	0
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our distinctive curriculum offerings

The school has a clear focus on delivering outstanding educational outcomes for our students.

The school has an explicit teaching agenda focused on advancing the reading comprehension skills of every child in the school.

In 2012 the school launched the Stephanie Alexander Kitchen Garden Program which operates from Prep to year 6.

The school has clear reading and writing benchmarks which ensure outstanding levels of academic achievement are evident throughout the school. The school has a Head of Curriculum who supervises and coaches staff in the curriculum and pedagogical implementation of all learning in the school.

The Master Teacher works along side of classroom teachers to support and improve teacher pedagogy.

The school engages a writing coach, an advanced learning coach and every student has tailored learning goals that are informed from using data.

Extra curricula activities

Debating

Students from the upper school participate in debating in the Queensland Debating Union (QDU) for interschool competition.

Opti-Minds

The school participates in the Opti-Minds Challenge. Opti-Minds is an interschool problem-solving event which consists of seven students per team. Students find solutions to challenging problems which require experimentation and reward divergent thinking.

Music

Instrumental Music is a wonderful feature of the school with the String Ensemble and Concert Band drawing regular acclaim. Instruction is offered in the areas of woodwind, brass, percussion and string instruments. Specialist Instrumental Music Teachers teach students selected for these programs during normal school hours. Selection into the strings program begins in year 3, while students in percussion, brass and woodwind are selected from Year 3 and the program commences in year 4. Students in the program are expected to play in either concert bands or string ensembles. Students who display and develop outstanding ability are given the opportunity to attend music camps where they can further develop their talents.

Choir

Children in the upper school are invited to participate in the school choir which is led by a professional singing coach. Children are given the opportunity to attend choral competitions. In 2015 the school also developed a choir for our younger students.

School Sport

Students from year 4 upwards are selected to represent Ashgrove State School in interschool sporting competitions. Presently we participate in: Soccer, Cricket, Softball, Netball, Touch Football, Tennis, Water Polo, AFL and Rugby League.

Year 4, 5, 6 and 7 Camps

Students in Year 3, 4, 5, and 6 are involved in the schools camping program. The objectives of the camp are social and educational and form a vital part of the curriculum program offered by the school. The camps start as a one night sleep over in Year 3 and finish with a 6 day experience to Canberra in Year 6.

How Information and Communication Technologies are used to assist learning

Today's society demands that all students have high level skills in Information and Communication Technology. Ashgrove State School has a purpose built computer lab, which can accommodate a whole class of students with each child able to access their own computer. Electronic whiteboards have been installed in every classroom. Every teacher has a laptop and docking stations to make it easier to interface the laptops and the electronic whiteboards. In 2013 full wireless connectivity was developed in the school to cater for the growing demands on ICT and to cater for new technologies. Additional sets of laptops are utilised. In 2013 30 teachers had iPads purchased by the school for their personal use, to up-skill staff. At the end of the 2013 year 110 iPads were purchased for student use. In 2014 the school introduced 14 BYO iPad classes with 340 children being part of this excellence program. This has expanded in 2015 to have 15 BYO iPad classes and 360 children in the program.

Social Climate

The school has outstanding student behaviour with over 98% of students being recognised with a gold behaviour awards for having excellent behaviour in 2015.

The school utilises the 'You Can Do It' social skills program that has five social skills components that are taught throughout the school.

A chaplain who works across all classes in the school and is a valuable feature of the school community.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	94%	96%
this is a good school (S2035)	97%	93%	99%
their child likes being at this school (S2001)	100%	95%	99%
their child feels safe at this school (S2002)	100%	95%	99%
their child's learning needs are being met at this school (S2003)	100%	94%	94%
their child is making good progress at this school (S2004)	100%	92%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	95%	96%
teachers at this school motivate their child to learn (S2007)	94%	95%	95%
teachers at this school treat students fairly (S2008)	94%	93%	95%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	98%
this school works with them to support their child's learning (S2010)	97%	90%	95%
this school takes parents' opinions seriously (S2011)	93%	87%	90%
student behaviour is well managed at this school (S2012)	100%	92%	96%
this school looks for ways to improve (S2013)	97%	93%	99%
this school is well maintained (S2014)	97%	97%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	100%	100%
they like being at their school (S2036)	99%	100%	100%
they feel safe at their school (S2037)	100%	100%	98%
their teachers motivate them to learn (S2038)	98%	99%	99%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	100%	100%
teachers treat students fairly at their school (S2041)	97%	100%	100%
they can talk to their teachers about their concerns (S2042)	98%	98%	98%
their school takes students' opinions seriously (S2043)	94%	100%	98%
student behaviour is well managed at their school (S2044)	98%	99%	98%
their school looks for ways to improve (S2045)	99%	100%	100%
their school is well maintained (S2046)	100%	98%	98%
their school gives them opportunities to do interesting things (S2047)	98%	99%	100%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	98%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	91%	88%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	69%	79%	84%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	98%	100%
staff are well supported at their school (S2075)	84%	88%	91%
their school takes staff opinions seriously (S2076)	92%	88%	85%
their school looks for ways to improve (S2077)	98%	98%	97%
their school is well maintained (S2078)	100%	100%	88%
their school gives them opportunities to do interesting things (S2079)	93%	96%	94%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

The school fete is a perfect example of a school community working as one to enhance the schools educational offerings. The fete is a wonderful event and the profits from the fete are used to enhance the educational facilities of the school. The P&C Association make a significant contribution to the advancement of resources in the school. High levels of voluntary work are also evident throughout the school with parents being a regular feature in classrooms. The school has a parent network which operates in every classroom in the school.

Reducing the school's environmental footprint

In 2012 the Stephanie Alexander Kitchen Garden Program was launched at the school. This has been expanded in the school in 2015. The school has a produce garden which is used to provide cooking ingredients for the Stephanie Alexander Cooking program. The school also has installed solar heating for the school pool and added solar panels on another building to provide some electricity to offset school usage. Solar Tubes have been installed in the hall to reduce electricity use as part of a state government trial. The school also has installed considerable water tanks and this water is used in the toilet facilities in the school.

Under the leadership of Liane Murphy the school established a School Environment Management Plan (SEMP). As part of the plan recycling was introduced and compost bins. The school encourages recycling of paper, plastic and glass materials with collection containers in each room.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	308,493	1,068
2013-2014	364,628	720
2014-2015	358,852	809

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

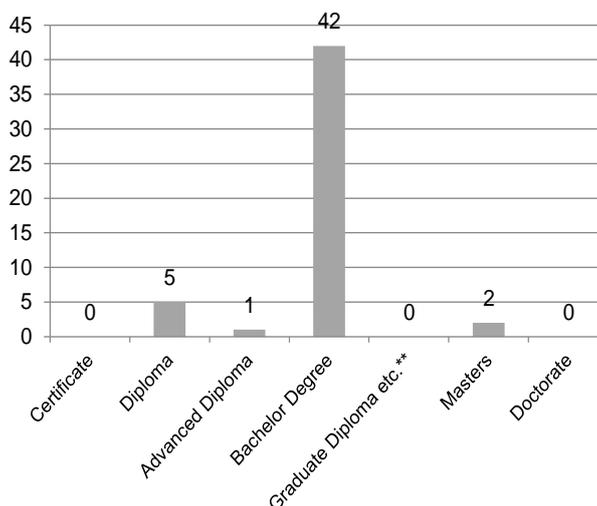
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	24	0
Full-time equivalents	44	16	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	1
Bachelor Degree	42
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	50



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$98 276

The major professional development initiatives are as follows:

- Planning, reading, maths, science
- Explicit Teaching
- Watching Others Work
- Classroom Profiling
- ACER, QASSP, ICT, Technology, Haileybury, interstate and international conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	96%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	94%	97%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Student attendance rate for each year level (shown as a percentage)

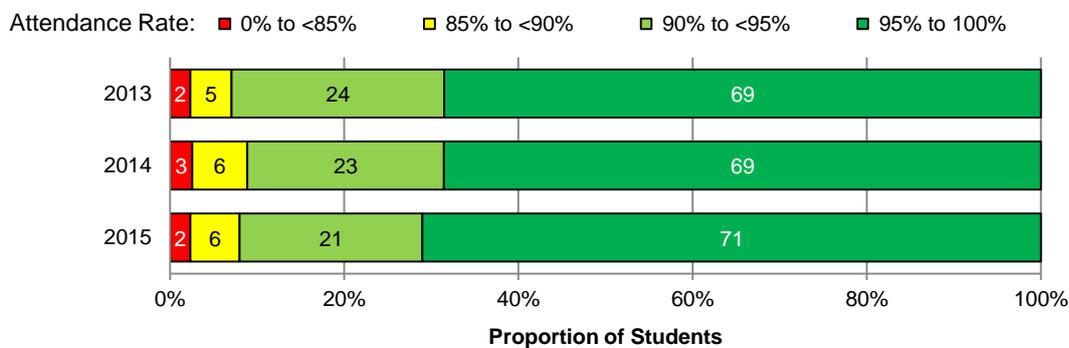
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013	95%	95%	95%	96%	96%	96%	96%
2014	96%	95%	95%	95%	96%	97%	96%
2015	96%	95%	97%	96%	97%	95%	96%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.