



Ashgrove State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Ashgrove State School has a tradition of academic excellence, a dynamic curriculum, innovative learning, outstanding NAPLAN results, exceptional music & sporting programs and a high level of community engagement. The school is an Independent Public School, catering for Prep to Year 6. We offer first class facilities including air-conditioned classrooms, a 25 metre swimming pool, Stephanie Alexander Kitchen Garden program, modern Resource Centre, integrated technology using iPads and onsite Outside School Hours Care.

Our vision is to be one of the leading primary schools in Australia. Our professional staff and advanced learning programs underpin the school's focus in providing students with a well rounded education.

The school community is proud of the achievements and successes of its students and the efforts of all members of the school community who contribute to this success. Ashgrove State School was established in 1877. It is located in the inner North-West suburb of Brisbane approximately five kilometres from the CBD. Enrolment in Years P to 6 has increased significantly in the last few years. Ashgrove State School aims to provide outstanding educational experiences that will prepare students for the future. The school has a proud tradition of academic excellence and is supported by a community that encourages futuristic thinking and teaching. The skills, processes and knowledge instilled at Ashgrove provide students with keys to unlock their future potential.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

The 2016 school year has been a successful twelve months for Ashgrove State School.

In 2016, the school entered its fourth year as an Independent Public School. Being an Independent Public School provides 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 State School.

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

- NAPLAN results were again outstanding, particularly our Year 3 students who placed within the top 3 schools in Queensland.
- Under the Investing for Success Program, Ashgrove State School was able to continue our successful Learning Central programs. This included the continued employment of an additional 2 teachers to work with any student below Ashgrove Benchmarks. This work is also supported by additional teacher aides who also support students to improve student achievement. A teacher aide was employed to calibrate student performance data for teachers that informs planning and tracks student achievement across the school.
- Year Level Leader positions continued which supports coaching, mentoring and alignment within all year levels.
- The Writing Coach position funded through Investing for Success, has assisted in lifting our students writing skills as reflected in NAPLAN.
- Under the Independent Public School model, the school continued to broker a number of successful partnerships through the Director of Advancement position.
- The Master Teacher continued to provide coaching to classroom teachers and support beginning teachers.
- The School Fete was a successful community event, raising \$75,000.
- Ashgrove State School held its first Art Show which was well attended and supported by the local community.
- The school debating team continued to be successful in the QDU competition with some teams undefeated for the season.
- The Under 9 and Under 10 Rugby League teams won the Brisbane Primary Schools Rugby League for their divisions.
- Several students were successful in representing their district, region and state in their chosen sport.
- Our instrumental music students achieved silver medals in Fanfare.
- Students from Ashgrove State School participated in the GRIPPS program.
- The school achieved outstanding School Opinion Survey results.
- The fourth Academic Awards Night was held for Prep to Year 5.
- The 10th Annual Trivia night was held.

Future Outlook

Through our work in 2017, we aim to support every student to read, write and comprehend to their potential, with a particular focus on identifying and supporting our highly able learners.

Our targets for improved student outcomes include:

- NAPLAN Year 5 Reading **75%** of students in the U2B
- NAPLAN Year 5 Writing **63%** of students in the U2B
- NAPLAN Year 3 Reading **82%** of students in the U2B
- NAPLAN Year 3 Writing **80%** of students in the U2B

A-E Report Card Data – ENGLISH (End of Semester 2)

- **95%** Prep students achieving Working With or Above
- **96%** Year 1 students achieving C or above
- **99%** Year 2 students achieving C or above
- **99%** Year 3 students achieving C or above
- **98%** Year 4 students achieving C or above
- **92%** Year 5 students achieving C or above
- **98%** Year 6 students achieving C or above

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	775	384	391	9	97%
2015*	751	368	383	12	97%
2016	797	398	399	3	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 2016, 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

Overview

Students mostly arrive at Ashgrove State School in Prep with high levels of language and cognitive skills. The parent community values education and sees 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	24
Year 4 – Year 6	24	26	27

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- The Ashgrove State School pedagogical model is based on the Explicit Instruction Model.
- The school has a clear focus on delivering outstanding educational outcomes for our students.
- There are clear reading and writing benchmarks which support outstanding levels of academic achievement.
- The school has a Head of Curriculum who supervises and coaches staff in curriculum and pedagogical implementation.
- The Master Teacher works alongside of the 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 student performance data.

Co-curricular Activities

Debating

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

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 rewards 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 in 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 signing 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, Netball, Touch Football, Flipper Ball, Volley Ball, Triathlon, AFL and Rugby League.

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

At Ashgrove State School, we are committed to ensuring that our students are equipped with the necessary skills, knowledge and understanding required to successfully engage in the new Technologies Curriculum. To this end we aim to assist students in developing an understanding of how technology can be used to successfully support their learning.

In 2016, teachers were supported by a team of expert peers who regularly worked alongside of teachers in their classrooms to build teacher capacity in using mobile devices and unpack how technology can be used to enhance curriculum delivery. There were 16 BYOD classes throughout the school. Students had access to an equity fleet of 110 school devices, computer lab, Spheros, WeDo 2.0, Lego Robotics, Edison Robots, Makey Makey and Little Bits which all support student learning across all curriculum areas. Each classroom also has an interactive whiteboard and classes can also experiment with Green Screen media. Wi Fi connectivity has allowed students to connect, share, collaborate and reflect on their learning with others via classroom whiteboards or individual devices.

Social Climate

Overview

The school has outstanding student behavior with most of our students being recognized with a gold behavior award for having excellent behavior. The school utilized the 'You Can Do It' social skills program that has five social skills components that are taught throughout the school. A chaplain who works within classrooms and beyond, is a valuable feature of the school community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	96%	98%
this is a good school (S2035)	93%	99%	98%
their child likes being at this school* (S2001)	95%	99%	98%
their child feels safe at this school* (S2002)	95%	99%	98%
their child's learning needs are being met at this school* (S2003)	94%	94%	95%
their child is making good progress at this school* (S2004)	92%	94%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	98%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	95%
teachers at this school motivate their child to learn* (S2007)	95%	95%	98%
teachers at this school treat students fairly* (S2008)	93%	95%	95%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	96%
this school works with them to support their child's learning* (S2010)	90%	95%	94%
this school takes parents' opinions seriously* (S2011)	87%	90%	88%
student behaviour is well managed at this school* (S2012)	92%	96%	92%
this school looks for ways to improve* (S2013)	93%	99%	95%
this school is well maintained* (S2014)	97%	97%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	98%	98%
their teachers motivate them to learn* (S2038)	99%	99%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	98%
they can talk to their teachers about their concerns* (S2042)	98%	98%	98%
their school takes students' opinions seriously* (S2043)	100%	98%	99%
student behaviour is well managed at their school* (S2044)	99%	98%	98%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	98%	98%	100%
their school gives them opportunities to do interesting things* (S2047)	99%	100%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	97%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	84%	93%
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)	98%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	88%	91%	98%
their school takes staff opinions seriously (S2076)	88%	85%	93%
their school looks for ways to improve (S2077)	98%	97%	96%
their school is well maintained (S2078)	100%	88%	96%
their school gives them opportunities to do interesting things (S2079)	96%	94%	95%

* Nationally agreed student and parent/caregiver items

'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 school's 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 makes a significant contribution to the advancement of resources in the school. In 2016, the P&C supported the consultative process of creating a Master Plan for the school to articulate our vision for the future development of our educational environment and strategies and process.

High levels of voluntary work are also evident throughout the school with parents regularly assisting in classrooms. The school has a parent network which operates in every classroom and is utilized by the school leadership team for feedback around key questions.

Parents are invited to meet with their child's teacher periodically to monitor student progress and work in collaboration with the teacher to support the best possible outcomes for students. Consultation with parents also occurs if adjustments are required to assist students with diverse needs to access and participate fully in the school program.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. In 2016 the school explored and utilized the Kids Matter Program as a framework. The school also facilitated additional sessions that focused on personal safety and awareness including cyber safety and sexual education through "Youth Excel."

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	0	0
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

Reducing the school's environmental footprint

The school continues to implement the Stephanie Alexander Cooking program. The produce garden 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 water tanks and this water is used in the toilet facilities in the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	364,628	720
2014-2015	358,852	809
2015-2016	362,082	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	53	26	0
Full-time Equivalent	46	17	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	42
Diploma	5
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$89,408.20

The major professional development initiatives are as follows:

- Year Level Planning – English, Maths, Science
- Data Conversation – analysis of student performance data and planning for differentiation
- Watching Others Work
- ACER, QASSP, QELI courses and conferences
- Technology
- Reading
- Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
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).	94%	97%	95%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

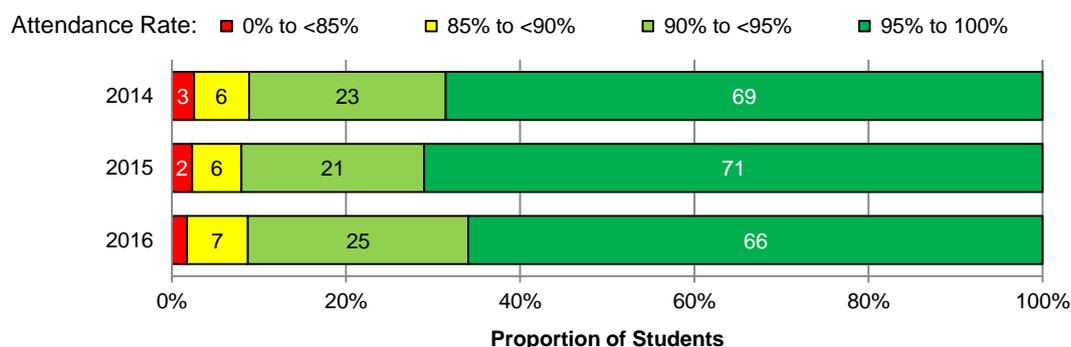
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	96%	95%	95%	95%	96%	97%	96%	96%
2015	96%	95%	97%	96%	97%	95%	96%	
2016	95%	95%	96%	97%	96%	96%	96%	

*Attendance rates effectively count 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.

Attendance is taken twice daily. Parents are encouraged to report absences using the absence email. Unexplained absences are followed up by the Administration Officer and records are updated accordingly. In readiness for 2017, the school has implemented an SMS system to support the effective reporting and timely follow up of student absences.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.