



Ashgrove State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

The vision of Ashgrove State School is to become a world class school where all students can discover their possibilities. Our professional staff and advanced learning programs underpin the school's focus in providing students with a well-rounded education. Ashgrove State School has a tradition of academic excellence, a dynamic curriculum, innovative learning, outstanding NAPLAN results, exceptional arts and sporting programs and a high level of community engagement. The school is an Independent Public School, catering for students from Prep to Year 6. We offer first class facilities including air-conditioned classrooms, a 25 metre swimming pool, Stephanie Alexander Kitchen Garden program, a modern Resource Centre, integrated technology using iPads and onsite Outside School Hours Care.

Ashgrove State School was established in 1877. It is located in the inner North-West suburbs of Brisbane approximately five kilometres from the CBD. 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 State School provide students with the keys to unlock their future potential. The school community is justifiably proud of the achievements and successes of its students and the efforts of all members of the school community who contribute to this success.

Principal's Foreword

Introduction

Our School Annual Report 2017 includes the following information:

- The highlights and celebrated achievements over the 2017 period
- An overview of the range of opportunities and experiences available for our students
- Our teachers' qualifications and a summary of professional development undertaken by teachers
- Student performance results
- School Opinion Survey outcomes

School Progress towards its goals in 2017

Explicit Improvement Agenda

Our explicit improvement agenda in 2017 was to support all learners in reaching their potential, with a precise focus on improving the achievement of our highly able learners. We aimed to enhance differentiation to attract more students in the upper 2 bands for NAPLAN.

Outcomes achieved:

- Our Year 3 students placed second in the state for overall achievement in NAPLAN
- 87% of our students achieved in the top 2 bands for NAPLAN in reading, exceeded our target (2017 target - 82% of students in the top 2 bands for reading)
- Year 3 and 5 students achieved significantly above the nation and the state schools in the upper 2 bands in NAPLAN

We are proud of the progress our students have made in this area. In 2018, we will continue to place a sharp, narrow focus on the improvement of student performance in the area of writing, supporting all learners to achieve to their potential, in particular our highly able learners.

Celebrations and Successes

The 2017 school year has been a successful twelve months for Ashgrove State School.

- In 2017, 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 coming years this will continue to provide outstanding opportunities for the students of Ashgrove State School.
- Ashgrove State School was able to continue the successful Learning Hub program to support all students in reaching their potential. This work is implemented by a team of support staff including 2 learning support teachers, a teacher supporting students with disability, an advanced learning mentor, guidance officer, speech therapist and teacher aides.
- 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 for beginning teachers.
- The School Fete was a successful community and fundraising event.
- Ashgrove State School celebrated the visual arts program through the Ashgrove Art Show which was well attended and supported by the local community.
- The school debating team continued to be successful in the QDU Junior Round Robin Competition.
- The Under 11 Rugby League team won the Brisbane Primary Schools Rugby League for their divisions.
- Several students were successful in representing the district and region 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 fifth Academic Awards Night was held for Prep to Year 5.
- The 11th Annual Trivia night was held.
- Many students achieved outstanding results in various academic competitions including:
 - o ICAS: 110 High Distinctions and Distinctions across Maths, English, Spelling, Technology, Science
 - o 1 English ICAS prize
 - o 1 Science ICAS prize
 - o Australian Maths Competition: 1 prize and 29 High Distinctions and Distinctions
 - o GROK Learning – Web 2.0 Competition: 1 student placing 27th in the world

Future Outlook

Our explicit improvement agenda for 2018 is to support all learners in reaching their potential, with a precise focus on improving the achievement of our students in writing. Our targets for improved student outcomes include the following.

NAPLAN:

- To increase the number of Year 5 students in the top 2 bands for writing to 50% over the next 2 years.
- To increase the number of Year 3 students in the top 2 bands for writing to 75% over the next 2 years.
- To increase the number of students making higher gains than state schooling peers in the interval between Year 3 and Year 5 in writing.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	751	368	383	12	97%
2016	797	398	399	3	97%
2017	787	382	405	3	98%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Most students arrive at Ashgrove State School in Prep with high levels of language and cognitive skills. In 2017, the school ICSEA sat in the 99 percentile. 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 students 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	2015	2016	2017
Prep – Year 3	24	24	24
Year 4 – Year 6	26	27	27
Year 7 – Year 10			
Year 11 – Year 12			

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 the classroom teachers to support and improve teacher pedagogy.
- The Technologies Mentor works alongside the classroom teachers to support and assist teachers in the successful implementation of the Technology Curriculum and ICT Capabilities.
- The Learning Hub supports staff and students 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

Students in the upper school are invited to participate in the school choir. Students are given the opportunity to attend choral competitions.

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.

Advanced Learning

Students have the opportunity to participate in a number of academic competitions and experiences. Some of these include: various ICAS exams, the Nations Maths Trust Competition, Chess Club, Writing Club and Ashgrove State School Science Fair. A number of professional connections have been nurtured to support the advancement of our students including, "CSIRO – Scientists in Schools Program" and the Girlz Tech Organisation.

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 2017, teachers were supported by a Technologies Mentor who regularly worked alongside of teachers in their classrooms to build teacher capacity in using mobile devices and other ICTs. The work of the Technologies Mentor also involved unpacking how technology can be used to enhance curriculum delivery and begin the implementation of the 2020 Technology Curriculum. At the end of 2017, following an extensive consultation and research period, the decision was made to review and expand our BYOD program. Moving in 2018, students in Year 3 to 6 are a part of the BYOD program where students are asked to bring an iPad to school or hire one through the school's Student Resource Scheme. An equity fleet is also available. All students from Prep to Year 6 have access to school devices, a 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 member of the school community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	96%	98%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this is a good school (S2035)	99%	98%	99%
their child likes being at this school* (S2001)	99%	98%	100%
their child feels safe at this school* (S2002)	99%	98%	100%
their child's learning needs are being met at this school* (S2003)	94%	95%	93%
their child is making good progress at this school* (S2004)	94%	96%	97%
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)	96%	95%	96%
teachers at this school motivate their child to learn* (S2007)	95%	98%	95%
teachers at this school treat students fairly* (S2008)	95%	95%	93%
they can talk to their child's teachers about their concerns* (S2009)	98%	96%	99%
this school works with them to support their child's learning* (S2010)	95%	94%	94%
this school takes parents' opinions seriously* (S2011)	90%	88%	91%
student behaviour is well managed at this school* (S2012)	96%	92%	96%
this school looks for ways to improve* (S2013)	99%	95%	100%
this school is well maintained* (S2014)	97%	98%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school* (S2036)	100%	100%	98%
they feel safe at their school* (S2037)	98%	98%	96%
their teachers motivate them to learn* (S2038)	99%	100%	99%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	96%
teachers treat students fairly at their school* (S2041)	100%	98%	97%
they can talk to their teachers about their concerns* (S2042)	98%	98%	93%
their school takes students' opinions seriously* (S2043)	98%	99%	94%
student behaviour is well managed at their school* (S2044)	98%	98%	94%
their school looks for ways to improve* (S2045)	100%	100%	99%
their school is well maintained* (S2046)	98%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	100%	99%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they receive useful feedback about their work at their school (S2071)	97%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	93%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	91%	98%	96%
their school takes staff opinions seriously (S2076)	85%	93%	93%
their school looks for ways to improve (S2077)	97%	96%	98%
their school is well maintained (S2078)	88%	96%	96%
their school gives them opportunities to do interesting things (S2079)	94%	95%	100%

* 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 2017, the P&C supported the implementation of Master Plan for the school to articulate our vision for the future development of our educational environment and strategies and process. They also provided additional resourcing for our school including, iPads, air-conditioning replacement and sound and lighting systems for our hall and undercover area.

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 2017 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 The Life Education Van and the Department of Education Cyber Safety Unit.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	3
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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. The school also reviewed its general waste management systems. This included changing the bin management with the aim to more effectively recycle throughout the school. Going into 2018, the school has also investigated and implemented a number of initiatives including Litter Free Lunch Days.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	358,852	809
2015-2016	362,082	
2016-2017	366,008	1,946

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	54	23	0
Full-time Equivalents	47	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	45
Diploma	3
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 2017 were \$118 800

The major professional development initiatives are as follows:

- Data Conversations and Planning Sessions
- Watching others Work
- QELi Course and Conferences
- Coaching and Mentoring Training
- Technology
- Anita Archer – Explicit Instruction
- Professional Readings/Books

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
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).	97%	95%	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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

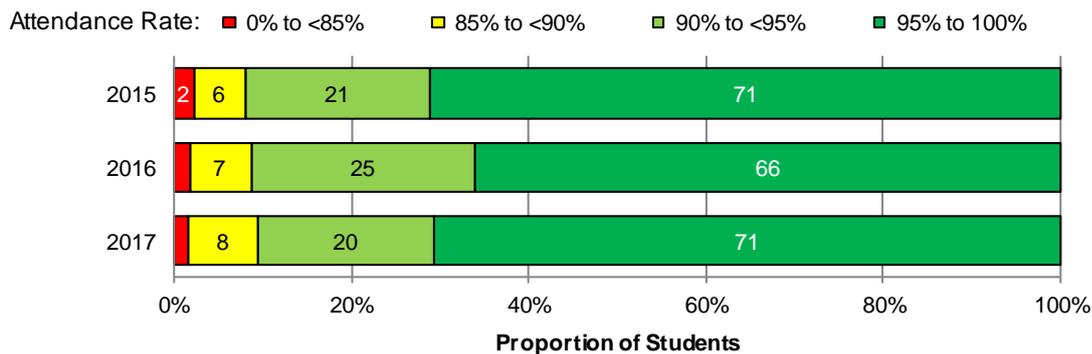
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	95%	97%	96%	97%	95%	96%						
2016	95%	95%	96%	97%	96%	96%	96%						
2017	96%	96%	96%	96%	96%	96%	96%						

*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 Department of Education 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 2017, the school implemented an SMS system to support the effective reporting and timely follow up of unexplained 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

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.