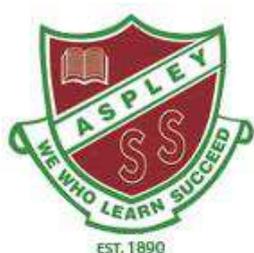


Aspley State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

It gives me great pleasure to present the 2014 School Annual Report.

Aspley State School continues to grow and be a school of choice on Brisbane's Northside. The school enrolment hit 701 on day 8 which entitled the school to a second deputy principal. I was very pleased to be able to appoint Mr Brendan Smith to the position in late 2014.

2014 was also our first year as an Independent Public School. Being appointed as an IPS was a significant achievement for our school and highlighted the degree of trust and confidence the department had and continues to have in our school community to be able to manage the school autonomy agenda.

This report details the significant academic results of our students for the 2014 school year and I am very proud of the team of professionals that continue to deliver for our students.

Our vibrant and energetic school community continues to be the core of why our school thrives and grows. The collaborative and supportive nature on which we deliver our core and extra-curricular agendas is central to our success.

I commend this report to you and congratulate our teachers, our teacher aides, office staff, cleaners and grounds staff for their involvement in our success. I congratulate the parents of our wonderful children and thank them also for their dedication and focus.

To our amazing students – thank you for your hard work and congratulations on your success.

Thank you all very much for your support and engagement in our school. I feel very privileged to come to work every day and to be the principal of our amazing school.

See you in the playground

Andrew Duncan

Principal

School progress towards its goals in 2014

During 2014 our school continued to focus on our Key priorities:

Priority One – Preparing students for their future with informed research driven professionals

- Continued implementation of the Developing Performance Framework
- Continued implementation of the Whole School Learning Plan
- Implement Teaching and Learning Audit Recommendations

Priority Two – Consistency, Continuity and Curriculum

- Consistency of practice within year level teams across all curricula.
- Continuity of pedagogical practice and processes across all year levels.
- Consistent School Curriculum
- Continued development of the annual Whole School Explicit Improvement Agenda

Priority Three - Productive partnerships with school community stakeholders

- Community engagement in whole school pedagogical practices and consistent school programs and decision making.
- Connections with outside agencies and local cluster primary and high schools.

Future outlook

2015 will be the final year of our current strategic plan and a quadrennial school review year.

The three priority areas mentioned above are in their final year of implementation. Major focus points for 2015 are:

Priority One – Preparing students for their future with informed research driven professionals

- Continued implementation of the Developing Performance Framework
- Development and management of the 2015 workforce development plan
- Prepare for the 2015 audit conducted by the newly formed school improvement unit.
- Embedding of “The Aspley Way” pedagogical framework
- Implementing the Great Results Guarantee
- Developing additional governance structure inclusive of year level coordinators and team leaders.
- Year level improvement agendas monitored by the Team leaders and administration.

Priority Two – Consistency, Continuity and Curriculum

- Master teacher working with identified staff groups to assist achievement of whole school improvement goals.
- Continue investigating the impact of remaining ACARA national curriculum areas to whole school curriculum plan and future resourcing implications.

Priority Three - Productive partnerships with school community stakeholders

- Continue community coffee
- Connections with outside agencies and local cluster primary and high schools.
- International study tours
- Continuation of partnerships with private OT, speech and implementing psychological services (The Aspley Hub)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	654	309	345	94%
2013	679	316	363	97%
2014	701	341	360	96%

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

Characteristics of the student body:

Our school draws enrolments from a variety of multicultural backgrounds from around the world and thrives on a harmonious and productive respect for all cultural identities.

Students at Aspley State School are the powerhouse behind our unique harmonious and productive environment. Students themselves maintain a high standard for behaviour, have high morals and values and maintain these high standards within the peer groupings. It's a powerful and wonderful phenomenon which has been built over many years and can be directly attributed to the schools high expectations and work towards achieving our exit statements for Year 7 students:

- Being a self-managed learner
- Being a resourceful and creative thinker
- Being an effective communicator
- Being a quality producer
- Being an active, responsible group member

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	22	21
Year 4 – Year 7 Primary	23	25	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	7	14	15
Long Suspensions - 6 to 20 days	1	4	0
Exclusions [#]	0	0	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Aspley State School has implemented the national curriculum for English, Maths, Science and History as well as continued the subjects of Health and Physical Education, Languages other than English (Japanese), The Arts, Music, Studies of Society and the Environment and Technology

The school also manages extracurricular programs such as:

- Aspley Speaks Out – Public Speaking Competition
- The Garden Club – Year 6
- ICAS English, Writing, Spelling, Mathematics, Science and Computer Competitions
- Instrumental Music – Junior and Senior Concert Band as well as Junior and Senior Orchestra
- Brainways Days of Excellence (Hosted at Aspley State School for all Brisbane North) –QAGTC endorsed extension program
- Readers Cup + Hosting the Regional Readers Cup
- Gala Sports Days

To maintain the high standard of academic performance expected of students at Aspley State School teachers work collaboratively in teams to analyse student data and use the data and what we know about our students to tailor learning for them.

Each year the school develops an explicit improvement agenda that has solid focus areas for improvements and goals to achieve based on our analysis of our student performance. Each year level then develops a specific year level improvement agenda and works throughout the year to achieve their targets.

Extra curricula activities

We have a strong focus on developing what we call out of school services for our school community to utilise. Some of these included:

- Aspley State School Swim Club
- Learn to Swim – Partnership with Swim Solutions
- Taekwondo Clubs – Partnerships with Bai Rui TKD and Rhee TKD)
- Student Council
- Choir – Junior, Senior, Boys and Piccolo Choirs
- Junior and Senior Concert Bands
- Junior and Senior Orchestra
- Paul Gagen private guitar lessons
- Private Occupational Therapy available on site
- Aspley Art Classes
- Go Sports – After School Sporting Activities
- Active After School Communities with Chappy
- Brisbane Roar Active Program
- Tennis Coaching
- Junior Engineers

How Information and Communication Technologies are used to assist learning

Aspley State School has and continues to invest heavily in our information communication technologies (ICT's) as we understand the importance of this equipment in a modern technological world. We also understand that ICT's are not teachers and whilst their use to engage and enhance learning is vital they are no substitute to good teaching. What technology does do in the most efficient of ways is differentiate learning practice for students.

The school has two fully operational computer labs as well as over 30 laptop computers for classrooms. We purchased over 80 school purchased iPads all of which utilise the wireless technology accessible right across the school. In 2014 the school was connected to the NBN network greatly enhancing our internet speed.

In 2014 we commenced Bring Your Own Device (BOYD) Ipad classes. Our staff researched and planned for the implementation of iPad classes at Aspley by attending a number of professional development programs, visiting other schools especially Mt Warren Park State School before creating our own policies.

The BOYD iPad program commenced with two Year 4 and one Year 4/5 class.

To continue our development and focus on the effective use of iPads to enhance learning, all iPad teachers attended the National Ipad in Education Conference held in Melbourne.

Social Climate

Aspley State School received a Discipline Audit in 2014. We were very proud of the independent findings from this audit which reflected our school, its community spirit and social climate:

Commendations:

- The tone of the school is strong. Students, staff members and parents speak proudly of their school, all commenting on exceptional behaviour and respect which are evident throughout all areas.
- Student behaviour is exceptional, with students displaying high expectations for behaviour for their peers and other members of the school community.
- Expectations for behaviour are highly visible throughout the school, with significant signage in place to guide all school community members around the Code of School Behaviour.
- A high level of trust is evident in the school community. Parents talk about the trust they hold for the Principal, Deputy Principals and teaching staff. Teaching staff display a high level of trust in the school leadership.
- The Principal and school have a strong reputation in the community. The parents value the Principal's newsletters and community coffee sessions.
- High quality communication occurs between the school and community.
- The leadership team is working well to establish a consistent language around behaviour and discipline at the school.

Affirmations:

- Data concerning behaviour is recorded on OneSchool.
- Four positively stated school wide expectations have been developed and include a statement about learning.
- All staff members have engaged in professional development around effective behaviour management.
- The process for referring students to the detention room is well known and understood by staff members and students.
- Teachers use the matrix in the Responsible Behaviour Plan for Students (RBPS) to assign grades for behaviour on report cards.
- A Chaplaincy program exists at the school and there are numerous programs and clubs for students to participate in outside the classroom.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	94%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	100%	96%	95%
their child feels safe at this school* (S2002)	100%	100%	99%
their child's learning needs are being met at this school* (S2003)	100%	92%	91%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	92%	88%
teachers at this school motivate their child to learn* (S2007)	100%	96%	91%
teachers at this school treat students fairly* (S2008)	100%	96%	97%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	98%
this school works with them to support their child's learning* (S2010)	96%	84%	94%
this school takes parents' opinions seriously* (S2011)	100%	92%	86%
student behaviour is well managed at this school* (S2012)	100%	92%	90%
this school looks for ways to improve* (S2013)	100%	100%	98%
this school is well maintained* (S2014)	88%	100%	90%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	97%	97%
they like being at their school* (S2036)	94%	97%	97%
they feel safe at their school* (S2037)	97%	99%	100%
their teachers motivate them to learn* (S2038)	99%	97%	99%
their teachers expect them to do their best* (S2039)	99%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	95%	97%
teachers treat students fairly at their school* (S2041)	88%	90%	96%
they can talk to their teachers about their concerns* (S2042)	89%	94%	93%
their school takes students' opinions seriously* (S2043)	86%	91%	93%
student behaviour is well managed at their school* (S2044)	85%	85%	90%
their school looks for ways to improve* (S2045)	99%	98%	98%
their school is well maintained* (S2046)	91%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	98%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		88%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		95%	100%
staff are well supported at their school (S2075)		98%	98%
their school takes staff opinions seriously (S2076)		95%	98%
their school looks for ways to improve (S2077)		100%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school is well maintained (S2078)		88%	92%
their school gives them opportunities to do interesting things (S2079)		98%	98%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Education is a partnership and strong ties between home and school serve to strengthen rich learning opportunities for students. In today's busy world where it is a rarity to have a single income home, it never ceases to amaze me the community spirit and engagement in our school.

As you walk around our facilities you will see parents, grandparents and other friends volunteering their time in classrooms, at the pool, in student support services, at the tuckshop, working at working bees and helping out with school banking or book club. No matter where you go you will be hard pressed not to see a volunteer helping out in our school.

Parents enjoyed Mrs Wright's "helping your child achieve in maths" information nights and I thoroughly enjoy our community coffee sessions where parents came along to discuss pertinent issues in an informal social environment.

Our P&C association worked in collaboration with the school in donating over \$65,000 for various projects.

Reducing the school's environmental footprint

As a school we are always seeking innovative ways to reduce our environmental footprint. We store water in 4 large tanks for use in the toilet blocks, utilise energy from the sun through a solar energy system based on the roof of B block and there are paper recycling bins in every classroom.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	249,250	1,532
2012-2013	235,955	1,722
2013-2014	296,719	1,411

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.

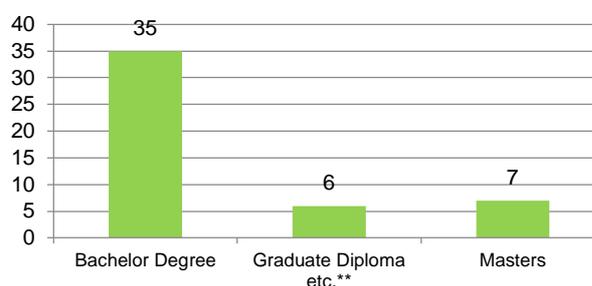
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	26	0
Full-time equivalents	43	19	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Bachelor Degree	35
Graduate Diploma etc.**	6
Masters	7
Total	48



*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 2014 were \$43660

The major professional development initiatives are as follows:

- Habits of Mind – (Whole Staff)
- First Aide
- Independent Public School Alliance Activities
- Queensland Association of State School Association North District Activities
- iPad Toolbox 4 the classroom
- iPad National Conference Melbourne
- Broadbeach Prep Study Tour (SSP Program)
- Victorian Study Tour (School Autonomy and enhancing student improvement)
- Students with Learning Difficulties (Various – including ASD, autism)

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	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 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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**

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

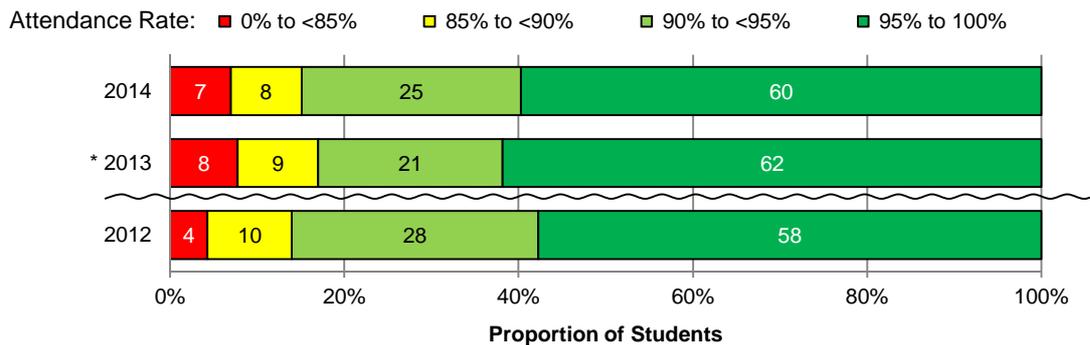
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
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2012	94%	95%	94%	95%	95%	95%	95%
2013	95%	94%	96%	94%	94%	93%	95%
2014	94%	95%	95%	95%	95%	95%	93%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Aspley State School implements OneSchool electronic roll marking. Rolls are marked twice daily.

Parents can either ring a dedicated absence line or email address to provide explanations for student absences. Students who are absent for three consecutive days without explanation are contacted by the school.

One School unexplained absence reports are sent out each month to relevant parents.

Attendance concerns are noted and managed through our Student Support Services Committee.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Aspley State School has an indigenous enrolment of just over 3%. Our Indigenous students have an attendance rate that is above that of Queensland all students' average. Indigenous student numbers are too small to make comment on academic performance in the targeted Yr 3, 5 & 7 areas without identifying individual student performance however it can be said that the mean performance of indigenous students is above the state mean in every performance area and above the national mean in most areas.