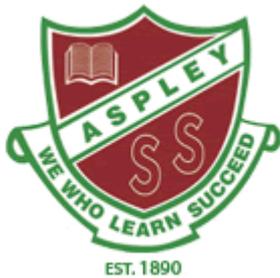


Aspley State School (0610)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person The Principal

Principal's foreword

Introduction

In last year's annual report I said that I couldn't wait to tell you about 2012. Well....

What an amazingly exciting year 2012 was. So amazing in fact that Aspley State School gained national recognition on two separate occasions.

We hosted the Channel 7 Sunrise program to help launch the 2012 Jump Rope for Heart and also thanks to Telstra, hosted a 'Chat to a Champ Community Event' which included a live teleconference on a large TV screen with athletes participating in the London Olympic Games.

On top of all that we managed to implement three brand new national curriculum subject areas (English, Maths and Science) and our students demonstrated some seriously impressive distance travelled scores on National Tests as well as performing well in ICAS.

Aspley's extracurricular programs continued to shine and grow. Our bands, our four choirs, swimmers and our athletes did Aspley School and themselves proud throughout 2012.

I am very privileged and proud to work with a most amazing and professional team. Over 300 years of teaching experience and growing.

Thank you to all our children, our parents, our business partners and community members for the support, effort, focus and drive that unites us and continues to build our community organisation.

2012 was challenging and rewarding but the winners in all our efforts are the future of our community. I'm proud to say that I have no doubt it will be in great hands.

See you in the playground.

Andrew Duncan
Principal

Queensland State School Reporting

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School progress towards its goals in 2012

A significant amount of work continued to be embedded across our school with regards to the teaching of reading. QAR – Question Answer Relationships was embedded from Prep – Year 7 and Year 2 -7 classes took that a step further to introduce the Cars and Stars program.

The School Responsible Behaviour Plan was reviewed in Term 4 for implementation from 2013 and we continued to embed our whole school assessment framework. Data collected from our whole school assessment framework indicated strongly that the efforts from each Year Level's Explicit Improvement Agenda had made gains in performance for our students.

The school successfully investigated various opportunities (staffing models) to allow year levels to plan and analyse student performance collaboratively on a termly basis and a new induction program for new and beginning teachers was developed and implemented.

The national curriculum for the subject areas was implemented for English, Maths and Science utilising the Curriculum into the Classrooms as a resource for teachers.

Aspley State School received a Teaching and Learning Audit in October of 2012 and was rated as a high performing school in all 8 domains of the audit.

Future outlook

As outlined in the School Implementation plan for 2013 – Key areas for action in 2013 include:

- Refinement of Aspley State School's Pedagogical Framework
- Continued implementation of the Whole School Learning Plan.
- Implementation of 2012 Teaching and Learning audit recommendations
- Continued implementation of the Whole School Explicit Improvement Agenda
- Continue connections with local high schools in readiness of Flying Start (Yr 7 to high school)
- Continued implementation of Jolly Phonics across P-3
- Implementation of seven steps to successful writing 2-7
- Implement book work expectations P-7
- Continued implementation of Cars and Stars in Year 2-7
- Develop whole school reading and writing goals sheet

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	607	304	303	96%
2011	594	297	297	94%
2012	654	309	345	94%

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

Characteristics of the student body:

Enrolment has continued to grow over the past few years with a large prep cohort starting in 2011 and a significantly smaller number of students drifting to the private sector from the upper years. Our school continues to draw enrolments from a variety of multicultural backgrounds from around the world. Aspley students have high values for education and a strong commitment to learning. They just happen to be really likable and friendly folks too.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	23	21
Year 4 – Year 10	28	26	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	10	5	7
Long Suspensions - 6 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In addition to the 8 Key learning areas of English, Maths, Science, SOSE, The Arts, Technology, Health and Physical Education and Languages other than English, the following programs are offered:

- Classroom Public Speaking Program – Preparation for Aspley Speaks Out Public Speaking Competition.
- Garden Club – Year 6
- ICAS English, Writing, Spelling, Mathematics, Science & Computer Competitions
- Instrumental Music – Concert band and Orchestra
- Perceptual Motor Skills Program
- Choral Program for Piccolos, Junior, Senior and Boys
- Partnership Programs with Bunyaville Environmental Education Centre and Nudgee Beach Environmental Centre.
- Brainways Days of Excellence (Hosted at Aspley State School for all of Brisbane North) – QAGTC endorsed extension program
- Queensland Environmentally Sustainable Schools Initiative (QESSI) Alliance member
- Readers Cup + hosting the Regional Readers Cup
- Gala Sports Days

Extra curricula activities

Some of the extracurricular opportunities afforded to our students and community members and strongly supported by our school community include:

- Sport Clinics
- Swim Club
- Learn to Swim – (partnership with Swim Solutions)
- Taekwondo Clubs – (Partnerships with Bai Rui TKD and Rhee TKD)
- Student Council – (For Senior Leaders)
- Australian Rules – (AFL AusKick and training for under 12 teams from Aspley Hornets)
- Choirs (Senior, Junior, Boys and Piccolo Choirs)
- Instrumental Music (Strings and concert band)
- Art Classes (Offered after school)
- ARL Development Cup
- Canoeing – Bunya to Bay trip – Ipswich to Jindalee

How Information and Communication Technologies are used to assist learning

Together with the P&C our school continues to invest a significant amount in ICT's. Due to our enrolment growth, three new classrooms needed to be fitted with electronic whiteboards, data projectors and sound systems.

Every classroom is fitted with electronic whiteboards, data projectors, sound systems and wireless internet. We also have 50% of classrooms fitted with Front Row Systems ensuring all children can effectively hear quality instruction from teachers.

Our upper school has access to 24 laptop computers which they can utilise from their own desks and the school has two computer labs.

Year one teachers commenced utilising iPads for group situations and whole class learning which we are eager to explore further.

Our philosophy with regards to the use of information and communication technologies is two pronged:

- It must be accessible, aid teaching and learning and be ready for immediate implementation
- It must engage students in learning.

Social climate

Aspley State School is not just an institution. It's a community organisation that literally runs 7 days a week nearly every week of the year. The school is truly a hub of the community with many groups utilising the facilities to provide services to our community. These include, Camp Australia, Aspley Hornets, Taekwondo groups, swimming instruction, dance studios and calm kids programs. C&K's central office for their home day care division is also based on our site.

Our P&C is an energetic and engaging group of parents who want to help make a difference to our community organisation. Mixed with a bit of social fun as well as serious strategic planning our P&C has helped shape our school to what it is today.

Like all schools and organisations we're not immune to problems however our philosophy is that when problems do rise, the community should be able to communicate them directly with the most relevant person. That's why we encourage parents to speak directly to their class teacher or meet with the most appropriate team member directly at mutually agreeable times to develop meaningful action plans to solve even the smallest of problems.

Our school at a glance

Parent, student and staff satisfaction with the school

The below data speaks for itself. Direct from the school opinion survey, it's an accurate picture of how our community embraces our school and why our school is growing in size. The secret is out!

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	95.8%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	95.8%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	87.5%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.6%
they like being at their school*	93.9%
they feel safe at their school*	96.6%
their teachers motivate them to learn*	99.1%
their teachers expect them to do their best*	99.1%

Our school at a glance

their teachers provide them with useful feedback about their school work*	99.1%
teachers treat students fairly at their school*	87.9%
they can talk to their teachers about their concerns*	88.9%
their school takes students' opinions seriously*	86.2%
student behaviour is well managed at their school*	85.1%
their school looks for ways to improve*	99.1%
their school is well maintained*	91.5%
their school gives them opportunities to do interesting things*	94.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	89.4%
with the individual staff morale items	97.4%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

"And each agreed she would have failed if she had worked alone for behind the parent stood the school and behind the teacher stood the home" Unity (Cleo V Swarat)

Parents are a vital part of a child's education. As you walk through the grounds you'll see them practically everywhere from time to time. Whether it be in the pool for P.E., in the classroom for group work, working in the tuckshop or providing assistance to targeted learning programs we value the great work our parents do to further enhance our children's educational experience.

Our staff have collectively over 300 years of teaching experience. There's nothing that collectively we haven't managed or seen before. They work collaboratively to enhance the educational experiences for each child. A high level of trust is bestowed upon our staff each day as we help shape and mould the young minds of the future. Parents trust that the advice and support we provide is not only well researched but provided in the spirit of improvement and enhancing lifelong learning principles in our students.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

As a member of the Queensland Environmentally Sustainable Schools Initiative (QESSI) we are always looking at ways to reduce our environmental impact. We have paper recycling bins for our paper waste and the school has a solar energy system installed on B block. We store water from the hall in 4 large tanks, located near the Year 6 Garden Centre, for use in the toilet blocks.

Each class is also encouraged to utilise energy efficiently and turn off electricity and resources when not in use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	144,238	2,193
2010-2011	0	0
2011-2012	249,250	1,532

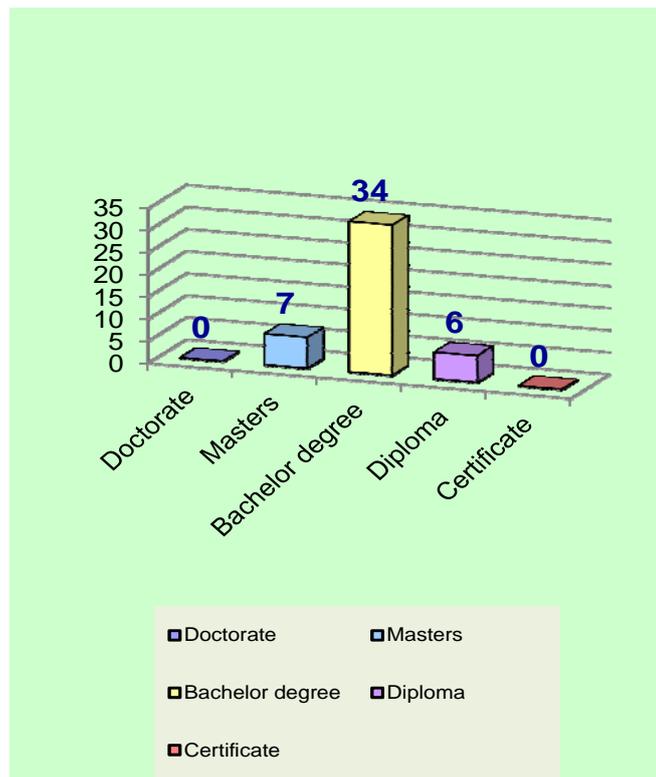
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	47	26	0
Full-time equivalents	40.4	17.5	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	34
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$16683.

The major professional development initiatives are as follows:

- Disability Specific Conferences and workshops (i.e. ASD and Dyslexia).
- Teaching and Learning Network subscription and workshops.
- Professional Development Network subscription and workshops.
- Administration conferences and workshops (Regional Principal's Meetings).
- Words their way Seminars.
- Attendance at Positive School's Conference.
- Twilight National Curriculum sessions and inter-school moderation.
- Certificate 4 in Assessment and Training.
- First Aide Qualifications.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.9%	96.1%	95.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.5% of staff was retained by the school for the entire 2012 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 web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%

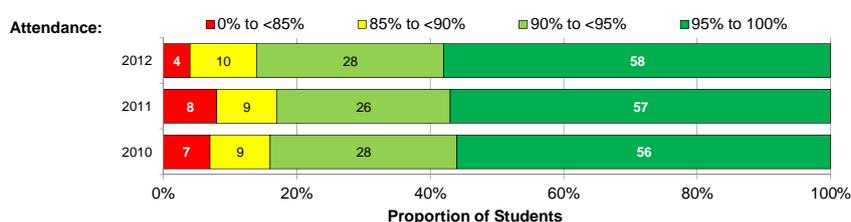
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	95%	92%	94%	95%	96%	96%	95%
2011	93%	95%	94%	93%	95%	95%	95%
2012	94%	95%	94%	95%	95%	95%	95%

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 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/>.

Performance of our students

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

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Search by suburb, town or postcode

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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 2%. Our Indigenous students have an attendance rate that is equal to 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.