

Aspley State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Established in 1890, Aspley State School has a long tradition of excellence in education. Located in the Northern suburbs of Brisbane, Queensland, Australia, the school delivers strong, educational programs and equips students to become *inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective*.

Vision: *Students dream, believe, create and succeed in every stage of their learning journey.*

Mission: *Learning for life*

Motto: *We who learn succeed*

Aspley State School is a co-educational, learning community with approximately 730 students, enrolled in Preparatory to Year 6. The school enacts an *Enrolment Management Plan* to cater for students who reside in the local community and maintain the current range of enrolled students.

As an *Independent Public School*, Aspley State School acts to engage strategic partnerships to maximise the learning opportunities for all students, whilst remaining part of a strong state school system.

Students at Aspley State School proudly represent 54 cultures and 34 language groups. Students act to respect and embrace the cultural diversity within the school and this is a strength within the school community. Aspley State School has proud traditions and innovative futures. School staff act to prepare the young people for their future.

With the motto, *We Who Learn Succeed*, the school community works together to provide authentic, challenging and exciting learning opportunities for all students. School staff support the students to achieve the demands of the *Australian Curriculum* and enact positive attitudes to lifelong learning. We support students to develop the skills, knowledge, attitudes and values they require, to be successful, in their future.

As a new candidate school for the *International Baccalaureate (IB) – Primary Years Program (PYP)* teachers are working to achieve structured, transdisciplinary, learning experiences where students inquire into themes of global significance, to deepen their learning by developing conceptual understandings, strengthening their knowledge and skills across and beyond subject areas.

*The International Baccalaureate (IB) - Primary Years Program (PYP) prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them.* ([www.ib.org](http://www.ib.org))

Aspley State School offers a wide range of rich learning opportunities for students to develop their academic, cultural, artistic, and sporting talents. The school proudly enjoys award winning, signature, instrumental musical and choral programs. The school art show and musical are bi-annual features of the school calendar.

In 2018, Aspley State School hosted a number of EQI educational study tours including guests from Taiwan, Japan and Malaysia. Study tours provide students an opportunity to learn about other cultures and build new friendships. In 2018, the Principal participated in the Malaysian Principal exchange and Aspley State School was proud to host a visiting Principal from Malaysia.

Students at Aspley State School enjoy a strong student leadership program and the active *EarlyAct* (Rotary) group. Aspley State School hosts many extra curricular activities including: tennis, netball, swimming, soccer, gym, Taekwondo, Art Classes, Coding Club, Chess Club, Chinese language classes, Bengali Cultural Gatherings, community groups and more.

The school has a large assembly hall, swimming pool, two tennis courts and two technology labs to support student learning and progressive refurbishment of facilities continues to occur. A quality *Outside School Hours / Vacation Care Program* exists to support the Aspley families.

Aspley State School demonstrates a strong commitment to the cross curricular theme of sustainability and students act to reduce, reuse, and recycle waste. Students tend the school community vegetable gardens and compost organic waste. The school uses water harvesting and a solar energy system to reduce the environmental footprint.

Aspley State School leads the Aspley State School Early Years Network (ASSEYN) to support student transitions from pre-prep to school and provides collaboration opportunities for educators. The school has established close links with local high schools and acts to work collaboratively to support the year 6 students to transition to secondary school.

## School progress towards its goals in 2018

An outline of the improvement priorities from 2018 includes:

### Writing Priority

Aspley State School teachers have enacted the writing priority through peer coaching and feedback. Teachers have increased their capacity to support student improvement in writing. Students are becoming increasingly, more skilled to plan, write, review and publish their writing for an audience and specific purpose.

### Upper 2 Bands Comparison Aspley State School / Nation

NAPLAN Upper 2 Bands Comparison Aspley State School compared to the Nation				
	Year 3		Year 5	
	Aspley	Nation	Aspley	Nation
2018	61%	42%	14.3%	13.7%
2017	76%	45%	18%	16%
2016	55%	49%	14%	17%
2015	45%	47%	15%	19%

### 2018 ICAS Assessments 2018 Results

ICAS Test 2018	High Distinction (Top 1%)	Distinction (Top 10%)	Credit (Top 25 %)
Mathematics	3	5	24
Science	4	1	14
English	1	9	12
Spelling	1	9	12
Writing	8	13	6

### Science Priority

Students indicated they enjoy the engaging nature of science specialist lessons and proficiently use the vocabulary of the science investigation. The academic data of A-E denotes an increase in student performance and engagement.

### Inquiry Learning

School staff participated in professional development in inquiry learning. Using the applied research, teachers have increased their professional knowledge, and deepened their understanding of an inquiry approach to concept based, transdisciplinary learning. In 2018, Aspley State School became candidate school for the International Baccalaureate (IB) – Primary Years Programme (PYP), which allowed access to the resources, support and professional development from the International Baccalaureate organisation. The school joined the *South East Qld Network of IB Schools* and some staff attended the *IB Speaker Series* and study tours.

### Attendance

School attendance over a three year period is consistent and in 2018 all students attended 95% and Indigenous students attended 90%.

**LOTE** - Extended LOTE Japanese to include students in year 2-6.

**Facilities** -Design and site works for new Early Years Playground established for construction March 2019.

- Facilities hire revenue supported the refurbishment of two classrooms (Year 1 and LOTE)

### Other Highlights

- Two teachers were nominated for the Qld College of Teachers Awards

## Future outlook

The Aspley State School improvement priorities/school goals for 2019 includes to continue the explicit improvement agenda:

- **Writing** with a focus on:
  - Explicit teaching of writing through focus on *audience, persuasive devices* and *cohesion*;
  - Improve student writing through analysis of writing using guides to making judgement;
  - Focused teaching and explicit feedback;
  - Student goal setting in writing; and,
  - Moderate writing sample with other school/s.
- **Inquiry Pedagogy** with actions to:
  - Implement of the Australian Curriculum through a structured inquiry pedagogy;
  - Professionally develop all teachers and teacher aides;
  - Enact the *Essential Agreements for Learning*; and,
  - Enact the planning, teaching and assessment of structured, transdisciplinary inquiry units of inquiry
  - Work to achieve the standards and practices of the International Baccalaureate (IB) –Primary Years Programme (PYP).
- **Science**
  - Teach science through an inquiry pedagogical approach with increasing collaboration.
- **Making Time for Great Teaching**
  - Teacher collaboration time through the employment of specialist science teachers.
- **International Baccalaureate (IB) –Primary Years Programme (PYP)**
  - Aspley State School will work towards achieving the standards and practices of the International Baccalaureate (IB) – Primary Years Programme (PYP). In 2019 teachers will plan, teach and assess two structured inquiry units.
- **Parent and Community Engagement Framework**
  - Review existing community partnerships and collaborate with students, parents, and the wider community to develop a *Parent and Community Engagement Framework* for Aspley State School.
- **Complaints Management**
  - Review the procedures in 2019 to include managing persistent complainant persons.
- In 2019, Aspley State School will participate in a **School Review** and feedback from this review will guide the formation for the strategic plan 2020-2023.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	723	717	718
Girls	348	349	351
Boys	375	368	367
Indigenous	25	29	21
Enrolment continuity (Feb. – Nov.)	96%	96%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Students and staff at Aspley State School proudly represent 54 cultures from around the world. Students celebrate and are inclusive of the diverse cultures. Students learn and play in a harmonious, productive and respectful climate, where each student is encouraged to be proud of their cultural heritage. Awareness of this is strengthened through Harmony Day activities.

Students at Aspley State School are mature in their ability to demonstrate citizenship. Students are active in their leadership portfolios and are contributing and work towards becoming global citizens. Students demonstrate high standards of behaviour, engagement and learning.

Analysis of the student body in 2018 denote:

- 716 enrolled students
- 3.1 % of students identify as indigenous
- 2.4 % of students with a verified disability (intellectual, physical, visual or speech language disability)
- Students represent 54 cultures
- Student population speaks 34 languages / dialects
- 24 % of students speak English as an additional dialect at home (EALD)
- 9.3 % of students are identified as *English As an Additional Dialect* (EALD) and require support to access the curriculum
- Average attendance of students in 2018 was 94.7 %

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	24	24	23	The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	24	26	25	

## Curriculum delivery

### Our approach to curriculum delivery

Aspley State School implements the systematic delivery of the Australian Curriculum and uses a variety of resources to enrich curriculum offerings at the school. The teachers collaboratively plan in their year levels, to provide engaging learning opportunities for all students. Teachers use student performance data to inform teaching and drive the rigor of learning. Diverse learners are supported by their class teacher and by the Student Support Services team.

In 2018, teachers published Curriculum Overviews on the school website to support parents to understand the curriculum demands each term.

*The Aspley Way* documents the way in which curriculum is enacted at Aspley State School which is based on the Gradual Release of Responsibility to support student learning.

As a candidate school for the *International Baccalaureate (IB) – Primary Years Programme (PYP)* teachers, leaders and the school council members participated in a study tour to IB schools. A Community Coffee IB question and answer evening was held for parents to learn about the IB pedagogy. Some staff participated in IB professional development to enable them to plan, teach and assess transdisciplinary units of inquiry. In January 2019, all teaching staff will participate in IB professional development.

BOOST is a high yield strategy for enrichment and support of all students. Teachers use pre-test data to identify a teaching/ learning focus for each year level cycle. Teachers plan a 6-8 week sequence of structured lessons, explicit to the identified learning goals for every child, so they receive a BOOST in the targeted learning area. Post-test data monitors the effect of the BOOST lessons. This learning is reinforced in classroom learning.

## Co-curricular activities

Aspley State School offers students many opportunities to participate in co-curricular activities including:

- Instrumental music -Junior Concert Band and Senior Concert Band, Strings Ensembles
- Regional music camps
- Fraser Coast Music Tour
- Choral Programs –Junior Choir, Senior Choir and Boys Choir
- Aspley Readers Club (ARC)
- Camp for in year 4, 5 and 6
- *Aspley Speaks Out* -public speaking competition
- *Aspley Art Affair* - art show
- Garden Club
- Writers Club – junior / senior
- Drama Club
- Early Act (Rotary International) - active citizenship
- ICAS Competitions: English, spelling, writing, mathematics, science and digital technologies
- *Brainways* Days of Excellence
- *Ngarli Group* –Indigenous Parent Group
- NAIDOC Week Celebrations
- Grandparents Day
- Arts Performances at QPAC
- Creative Generations – State Schools Combined Performance QPAC
- Harmony Day Celebration
- *Sparrows* Before School Soccer Program
- Swimming Instruction Prep – year 6
- Water Fun Day / Swimming Carnival
- Sports Day -Early Years / Middle Years
- Halogen Young Leaders Forum –year 6 leaders
- Host School for Aspley Swimming Club (subcommittee of P& C Association)
- Host School for Vipers Netball Club
- Host School for Qld Association of Gifted and Talented Children’s (QAGTC) regional meetings
- Gala Days-interschool sport
- North District and Metropolitan Regional Sport

## How information and communication technologies are used to assist learning

Students at Aspley State School utilise digital technologies to enhance their learning. Students use computers and iPads to engage in a variety of learning experiences to use powerful software to publish and communicate to global audiences.

Students in year 4-6 are invited to bring their privately owned iPad to class to enhance student learning at school and home. The device also enables students to engage in global citizenship through sharing their learning and being digitally capable.

Aspley State School has two computer labs and additional computers and iPads to support student learning both at school and home. In 2018, the *Student Resource Scheme* and school funds, supported student access to *Mathletics*, *IXL*, *Literacy Planet*, *Spellodrome*, *Sunshine Online* and *Typing Tournament* to enhance learning.

Some teachers use virtual classrooms to support home and school access to learning and as a communication tool for parents.

## Social climate

### Overview

Education is a partnership between students, families and the school community. Aspley State School is well respected for a tradition of educational excellence.

The Aspley State School P & C Association is a vibrant part of the school community that provides a warm invitation to parents / carers and the school community members to be actively involved in school life. By acting as a member, committee or sub-committee member, executive or volunteer, parents can contribute their skills, energy or ideas to the school community. In 2018, the Aspley State School P & C Association donated \$30 000 towards a new early years playground, \$30 000 towards classroom refurbishment (committed in 2017) and \$10 000 to establish a path and synthetic turf area the new playground.

Volunteers contribute to enhance the Aspley State School culture. Parent volunteers in the classrooms support specific learning programs e.g. reading, music, sports coaching, swimming lessons, school musical etc. Parents also contribute to special events, tuckshop and school maintenance or landscaping and gardening through attendance at working bees.

*Community Coffee* provides an opportunity for parents / carers to attend information forums and socialise with other parents / carers. These events are held periodically and allow parents to engage with school staff and guest speakers who present on interesting topics.

*Aspley Swim Club* operates from the Aspley State School swimming pool and serves approximately 265 students from Aspley State School and other nearby schools. The Aspley Swim Club holds regular training sessions and swim meets where students demonstrate swimming excellence.

*Swim Solutions* provide private swimming instruction at the pool and is a service to the local community.

Camp Australia provides a quality before, after and vacation school care at Aspley State School.

*The Chaplaincy Program* provides spiritual, ethical, and personal support for students, families and staff at Aspley State School. The work of the chaplain is guided by the Local Chaplaincy Committee (LCC) who act to maintain a productive and important link between the school, *Scripture Union* and local community churches. Chaplaincy assists student learning, engagement and attendance. The Chaplain leads speciality programs for identified students in grief/ loss/ trauma; *Boys Strength Program*; *The Real Me Programme*; self-esteem development; and, social skill development. Students require parental permission to participate in Chaplain led programs. Chaplaincy is funded through the Australian Government funds and is supported by the Aspley State School community, P & C Association, parents and staff. In 2018, the P & C Association and School Council endorsed a subsequent application for funding to continue chaplaincy at Aspley State School in 2019.

In 2018, Aspley State School held parent/ carer information sessions including: Enrolment Information Days; Class Parent Nights, Parent Teacher and Student Interviews (Semester 1 and 2); Guest speakers: Cyber Safety; and the International Baccalaureate (IB) –Primary Years Programme (PYP).

Annually, Year 6 students are invited to tour Canberra, the National Capital, by participating in a 5 day tour where they learn about Australian democracy, civics and citizenship, war history and much more. This annual tour is a proud school tradition.

In 2018, Aspley State School reviewed the *Responsible Behaviour Plan for Students* to be endorsed by the School Council in 2019. The reviewed document provided greater scope for digital citizenship.

Students participated in lessons to equip them with skills to be safe and responsible while engaging on-line. Funds for this were from the Australian Government's eSafety Commission Grant.

Aspley State School applied five principles of *The Australian Student Wellbeing Framework*:

1. *Leadership: School leaders play an active role in building positive learning environment where the whole school community feels included connected, safe and respected.*
2. *Inclusion: All members of the school community are active participates in building a welcoming school culture that values, diversity, and fosters positive, respectful relationships.*
3. *Student Voice: Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.*
4. *Partnerships: Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.*
5. *Support: School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.*



Teachers identified the needs of diverse students and worked collaboratively with parents / carers to create *Support Plans* to outline the specific strategies for identified students, to enable them to engage successfully with the curriculum and their peers at school.

For students who are not achieving at the required level an *Individual Curriculum Plan* guides the learning goals and support strategies for identified students. *Project 5* identified students not achieving the required standard in reading and mathematics.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	99%	90%	95%
• this is a good school (S2035)	99%	88%	87%
• their child likes being at this school* (S2001)	99%	97%	96%
• their child feels safe at this school* (S2002)	100%	96%	97%
• their child's learning needs are being met at this school* (S2003)	94%	88%	93%
• their child is making good progress at this school* (S2004)	93%	87%	93%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	87%	86%
• teachers at this school motivate their child to learn* (S2007)	94%	87%	91%
• teachers at this school treat students fairly* (S2008)	96%	91%	91%
• they can talk to their child's teachers about their concerns* (S2009)	96%	98%	97%
• this school works with them to support their child's learning* (S2010)	95%	87%	89%
• this school takes parents' opinions seriously* (S2011)	89%	78%	77%
• student behaviour is well managed at this school* (S2012)	91%	84%	80%
• this school looks for ways to improve* (S2013)	96%	88%	85%
• this school is well maintained* (S2014)	90%	88%	79%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	95%	95%
• they like being at their school* (S2036)	98%	96%	93%
• they feel safe at their school* (S2037)	100%	95%	96%
• their teachers motivate them to learn* (S2038)	100%	94%	96%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	95%
• teachers treat students fairly at their school* (S2041)	91%	82%	87%
• they can talk to their teachers about their concerns* (S2042)	93%	89%	90%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	93%	84%	85%
• student behaviour is well managed at their school* (S2044)	91%	77%	79%
• their school looks for ways to improve* (S2045)	99%	94%	94%
• their school is well maintained* (S2046)	99%	92%	90%
• their school gives them opportunities to do interesting things* (S2047)	96%	92%	88%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	80%	81%
• they feel that their school is a safe place in which to work (S2070)	100%	89%	81%
• they receive useful feedback about their work at their school (S2071)	90%	64%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	97%	97%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	100%	98%	89%
• student behaviour is well managed at their school (S2074)	97%	81%	68%
• staff are well supported at their school (S2075)	98%	69%	72%
• their school takes staff opinions seriously (S2076)	97%	65%	65%
• their school looks for ways to improve (S2077)	100%	85%	89%
• their school is well maintained (S2078)	88%	70%	65%
• their school gives them opportunities to do interesting things (S2079)	95%	81%	88%

\* 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

Aspley State School is an Independent Public School. The School Council supports the strategic direction of the school. The school leadership team, through a proactive approach, reviews school performance data, leads inquiry cycles, and drives measured strategies that lead to school improvement. The school frames strategic goals, implements the *School Annual Plan* and monitors and reviews the success.

In 2018, *The Aspley Foundation* was established as a tax deductible gift recipient organisation with a charter to support the works for building / building maintenance. In 2018, the Foundation replaced the carpet in the five Prep classrooms.

Aspley State School has an active Parents and Citizens Association, which brings together the parents / carers of students at the school. They act to support productive relationships within the school community. As a 'not for profit', voluntary organisation, affiliated with Parents and Citizens Association, Queensland, the Association meets regularly to advance school community relationships that support learning.

Operating under a constitution, the *Aspley State School Parents and Citizens Association*, works closely with the school principal to provide supplementary income / resources generated from their business or fundraising, to the school, to support student learning.

The *Aspley State School Parents and Citizens Association* has four subcommittees: Business Services; Building and Maintenance; Aspley Swimming Club and Aspley Spirit Committee.

Parents are encouraged to assist in learning activities through volunteering in classrooms, sports and co-curricular activities.

Parents of diverse learners and students with disabilities are invited to work in partnership with school staff and regional staff to support the necessary adjustments made to assist students to access the curriculum and participate at school.

## Respectful relationships education programs

Teachers used the *Respectful Relationships Educational Program*, (Department of Education, Qld) to support student learning to achieve the school rules: *Be Safe, Show Respect, Act Responsibly* and *Value Learning*.

Teachers used resources from *Bullying No Way*; *Keeping Kids Safe Resources - Daniel Morecombe Foundation*, *Kids Helpline* and *Harmony Day* activities to teach children about diversity, inclusion, personal safety, online safety and how to report.

In 2018, Aspley State School engaged *Life Education* to provide children highly engaging, relevant health and safety education programs. Programs included age relevant topics such as: personal safety: respectful relationships and emotional wellbeing; cyber safety and strategies to combat cyber bullying; safety with medicines; the effects of smoking and alcohol on the body; and, legal and illegal drugs.

In 2018, Aspley State School held workshops for students, teachers and parents to strengthen their skills to engage on on-line platforms in a safe and respectful way. The workshops and ongoing support for class teachers enabled the students to be more confident to report any challenges whilst learning or engaging on-line. Parents/ carers have been provided resources to assist them to support their child to be safe on-line.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	32	18	14
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Aspley State School utilised water harvesting to capture rainfall and use this water in a tank to toilet system, reducing the water purchased.

The school also used solar panels to generate electricity and reduce the electricity expenditure. The swimming pool utilises a solar heating system to enable a longer swim season.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	292,448	345,762	337,355
Water (kL)	1,551	2,801	5,041

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

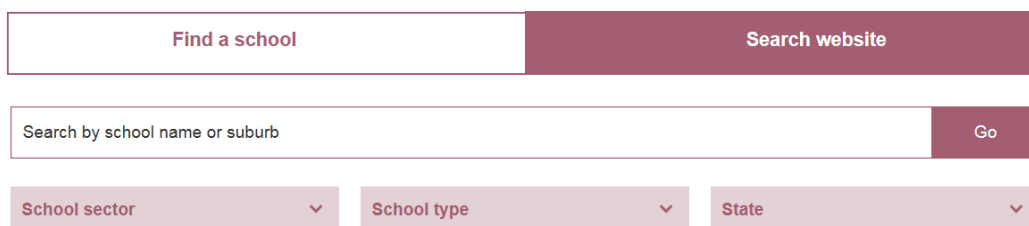
## School funding

### 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](http://www.myschool.edu.au/) website at.

#### *How to access our income details*

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	50	28	0
Full-time equivalents	45	20	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	5	
Graduate Diploma etc.*	2	
Bachelor degree	43	
Diploma	0	
Certificate	0	

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$25 415.

The major professional development initiatives in 2018 included:

- First Aid and CPR, Swim Australia Accreditation; First Aid Instructor Accreditation.
- Professional Networks included: Independent Public Schools Network, QASSP, OneSchool Training; Metropolitan Regional Networks; Regional Writing Schools Network; Metro Early Career Professional Network;
- Professional Development included: Peer Coaching; Management of Actual or Potential Aggression Training; Diploma of Business (A02); BSM Symposium, Excel Training; National School Improvement Tool, Understanding Autism Disorder; Embedding Oral Language Across the Curriculum; Eyes Open Social Media Training; Introduction to PYP; Making the PYP Happen in the Classroom; Introduction to Leadership Coaching; The Power of Inquiry; Managing Persistent Complainant People; PM Benchmarks; Teaching of Writing, Study Tours to IB -PYP Schools.
- Peer Coaching and Feedback was a significant professional development opportunity for teachers. Teachers focused on aspects of teaching writing as an explicit improvement agenda.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	90%	91%	90%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

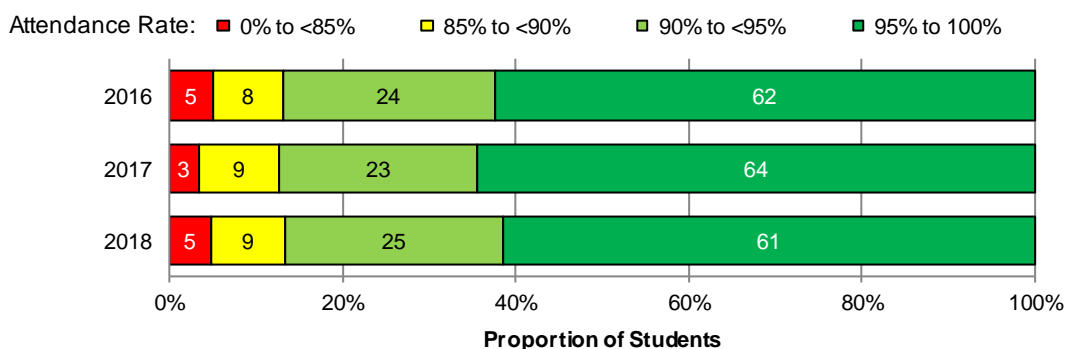
Year level	2016	2017	2018
Prep	96%	96%	95%
Year 1	95%	96%	94%
Year 2	94%	96%	95%
Year 3	95%	96%	95%
Year 4	96%	95%	94%
Year 5	95%	95%	94%
Year 6	93%	94%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Student non-attendance is managed in state schools in line with the Department of Education procedures, which outline processes for *Managing Student Absences and Enforcing Enrolment and attendance at State Schools and Roll Marking*.

School attendance rolls are marked twice each day, each morning and afternoon. A same day SMS notification is sent to parents /carers if students are identified as an unexplained absence.

Parents / Carers of students who cannot attend school for ten days or more, are required to complete an *Application for Exemption from State Schooling* to be considered for approval by the Principal.

Aspley State School maintains close links with families and engages with them to support regular student attendance at school. Teachers monitor student attendance using the *OneSchool* data dashboard and *ID Attend*. Staff contact parents / carers if students have unexplained absences, a pattern of absences, or, significant non-attendance at school.

Students are encouraged to achieve greater than 95% of attendance each semester. In 2018, students achieved 95% attendance and Indigenous students achieved 90% attendance.

A strategy used to increase attendance is to maintain a create a vibrant, safe and exciting learning environment where students have productive relationships with their teachers and peers and enjoy attending school where they feel they achievement, value and purpose.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector ▼	School type ▼	State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.