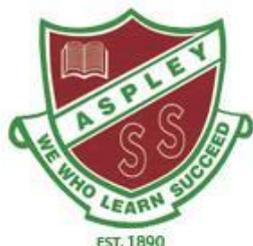


Aspley State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Aspley State School is a state government, primary school which offers a quality primary education program for students from Preparatory to Year 6. The school has a 125 year old tradition of providing excellence in education for the Aspley community. With a school motto of *We Who Learn Succeed* the school holds high standards of learning and global citizenship as a benchmark for all students.

Aspley State School is proudly an *Independent Public School*, while remaining part of a strong public school system. The school provides age appropriate pedagogy for the *Early Phase of Learning* (Prep – Year 3) and the *Middle Years Phase of Learning* (Years 4-6). Each phase of learning offers relevant and diverse curriculum offerings, delivered through quality teaching practices.

Aspley State School demonstrates strong community relationships. There are a number of students whose parents, or their grandparents, attended Aspley State School. A strong sense of school pride exists.

Students at Aspley State School enjoy many opportunities to develop their skills, knowledge and understandings to equip them to succeed in life and work in the 21st Century. Students develop their capabilities within a learning environment that supports academic excellence, personal growth and social development. With a focus on core values, the strong Australian Curriculum, engaging student citizenship and support for students to become life long learners, Aspley State School is dedicated to continue to be a high performing school.

Staff, students and families work in partnership with a key moral purpose – **for all students to dream, believe, create and succeed in every stage of their learning journey**. Aspley State School's success comes as a result of the dedication of the students, parents, school staff and wider community who work together to enable student learning, within a strong and supportive school community.

The School Annual Report outlines the achievements of the Aspley State School learning community in 2015.

School progress towards its goals in 2015

The *2015 Whole School Improvement Agenda* outlined actions to improve student achievement in Reading, Writing, Grammar and Punctuation and Number. Core improvements were achieved through enacting the Australian Curriculum through year level planning, year level moderation, quality standards of practice, individual programs and student learning goals. Significant work has occurred and school staff remain focused on continual improvement. Using evidence based practices and achievement data to drive high standards educators plan to meet the needs of each student.

In NAPLAN (2015) Aspley State School students achieved:

- **Statistically Above the Nation** and numerically above in year 3 reading, grammar and punctuation, and, numeracy.
- **Statistically Above the Nation** in year 5 reading, grammar and punctuation, and, numeracy.
- **Statistically similar to the Nation; numerically below the nation** in year 3 writing.
- **Statistically similar to the nation; numerically equal to or above the nation** in year 3 spelling and in year 5 spelling and writing.

- Aspley State School students achieving in the upper 2 bands include:

2015 NAPLAN Year 3

- 60.3 % reading (nation 48%)
- 45% writing (nation 47%)
- 44% spelling (nation 41%)
- 64 % grammar and punctuation (nation 52%)
- 48% numeracy (nation 34%)

2015 NAPLAN Year 5

- 52 % reading (nation 34%)
- 15% writing (nation 19%)
- 40% spelling (nation 33%)
- 50 % grammar and punctuation (nation 36%)
- 41% numeracy (nation 28%)

In 2015 the School priorities included:

- School performance review through the *2015 School Review*
- Consultation and establishment of a four year plan for Aspley State School 2016-2019
- Major professional development for staff in 2015 included: *The Aspley Way* as a pedagogical model, Oneschool, use of student performance data to inform teaching, *7 Steps to Writing*, Information Communication Technology(ICT), and other mandatory training.
- Completion of airconditioning installation program to ensure that all classes have airconditioning and students are performing within optimal learning conditions. Community partnerships were vital to achieve this goal.

In 2015 a new school strategic plan was developed using feedback from stakeholders and informed by the academic results, school opinion surveys and 2015 School Review. The **Aspley State School Strategic Plan 2016-2019** outlines the future goals under the portfolios of **Partnerships, Architecture, Crew and Teaching (PACT)**. This plan, as endorsed by the Aspley State School Council, will lead the school forward to achieve future excellence for all students.

Future outlook

In 2016 the future outlook includes a school improvement agenda to:

Partnerships

- Continue to establish and maintain community partnerships
- Seek in kind or financial sponsorship for school events and projects
- Commence the new 4 year strategic plan 2016-2017
- Community support for the annual year 6 camp to Canberra
- Secure sponsorship community and local business to support learning

Architecture

- Develop a master plan to support ongoing future construction or developments.
- Seek sponsorship and funding for renewal of play spaces and learning areas.
- Seek enhancement of school public front on Maundrell Terrace eg fence, mural and avenue of trees.
- Progress the beautification of gardens and school grounds
- Removal of Qld Health Dental Unit and construction of new outdoor learning space
- Upgrade Wireless access upgrade in 2016 to provide high density wireless access for students and staff
- Netball Court upgrade including new surface, nets, poles and lights
- Swimming pool maintenance to include repainting and coping tile repairs

Crew

- Establish *Making Time For Great Teaching* to employ specialist teachers e.g. science (1.4FTE)
- Provide teachers an additional hour for collaboration and peer coaching
- Recruit skilled and high performing staff as guided by the school workforce plan
- Merit selection of new principal in 2016
- Election of School Council members in 2016 (1 parent and 1 staff representative)
- Establishment of 2 FTE Local Relief Teachers to ensure consistent student learning

Teaching

- Expediate a sharp narrow focus to improve quality of student writing
- Strengthen pedagogical practices in line with *Curiosity and Powerful Learning*
- Strengthen teacher ability to cater and record actions to support diverse learners
- Review the current model for the Student Support Team
- Use the *Investing For Success* (IFS) school grant to enhance learning for all students as detailed in the *Investing For Success* Plan.
- In 2016 a major focus to improve student writing is a key action. To enable this all staff will strengthen their skill and confidence to support student writing and the publishing of quality work incorporating a range of genres. The school will introduce *All Write* where there is a dedicated time for all students across the school will concentrate on their writing. Volunteers will be trained to assist in conferencing of student work and will add value to student learning.

Our school at a glance

School Profile

- Coeducational or single sex:** Coeducational
- Independent Public School:** Yes
- Year levels offered in 2015:** Early Childhood - Year 6
- Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	679	316	363	25	97%
2014	701	341	360	24	96%
2015	714	354	360	26	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students at Aspley State School are proud to be representative of a variety of multicultural backgrounds from around the world. Students celebrate and are inclusive and respectful 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.

Students at Aspley State School are mature in their ability to demonstrate citizenship. Students are active within their leadership portfolios and are contributing as school and global citizens. Students demonstrate high standards of behaviour and achieve the high standards due to the high expectations and quality standards of behaviour, engagement and learning.

Students work towards achieving the exit statements for year 6 which are:

- Be a self managed individual;
- Be a resourceful and creative thinker;
- Be an effective communicator;
- Be a quality producer; and,
- Be an active and responsible group member.

Analysis of the student enrolments in 2015 denote:

- 714 students enrolled as of February 2015
- 4% of students identified as Indigenous
- 3% of students were verified as a student with a disability of either intellectual, physical, visual or speech / language disability
- The student body represents many cultures
- Approx 16% of children identify as speaking English as an Additional Dialect (EALD) and the majority of these students are in the Early Years (Prep – Year 3)
- A strong student continuity exists
- Average attendance for students in 2015 was 95 % (state average 93%)
- Average attendance for indigenous students was 90%
- Aspley State School ICSEA was 1091 in 2015

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	21	23
Year 4 – Year 7 Primary	25	22	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	14	15	28
Long Suspensions - 6 to 20 days	4	0	3
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Aspley State School implements the Australian Curriculum and uses the Department of Education C2C resources to enrich curriculum offerings at the school. Teachers collaboratively plan, in their year levels, engaging learning opportunities for all students. Teachers use students and school performance data to inform and drive the rigor of learning. *The Aspley Way* documentation details the way in which curriculum is delivered at Aspley State School.

In 2015 there was an explicit improvement agenda in reading. A scope and sequence document for the *Teaching of Grammar and Punctuation* was developed and implemented.

The School Assessment Schedule was revised and updated to ensure that the student performance data was collected at meaningful points. The school use Quality Standards, linked to the Australian Curriculum guide for the moderation of student achievement across the year level.

Teachers apply the pedagogical framework, *The Aspley Way*, via the *Gradual Release of Responsibility Model* to provide academic rigor and an inclusive, rich learning environment which supports the progression of all students. Diverse learners are supported through case management support by the *Student Support Services (SSS)*.

Student Support Services (SSS) support teachers to ensure that all students are learning and achieving their potential. The team act to be inclusive of all students while catering for their diverse learning needs. The team of experienced staff assist class teachers to cater for the diverse learning needs of students.

Extra curricular activities

Extra curricula activities include:

- Instrumental music – junior and senior concert bands and strings ensembles
- Regional music camps
- Choral programs including junior, senior and boys choirs
- *Aspley Speaks Out* - public speaking competition
- *The Garden Club* – Year 5
- *Early Act Club* for active citizenship supported by the Aspley Rotary Club
- Aspley Reader's Club (ARC)
- ICAS Competitions including: English; writing; spelling; mathematics; science; and ICT competitions

- Brainways Days of Excellence – host school for Qld Association for Gifted & Talented Children (QAGTC)
- *Aspley Readers Club* (ARC)
- Curriculum extension days including: *Literacy Olympics*; *Mathematics Problem Solving Challenge*
- Student leadership program
- Hospitality Team, Library Crew and Tech Crew
- School camping and leadership program for years 3-6
- Special Commemorative Services eg ANZAC Day and Remembrance Day
- Ngali Group (Indigenous parent focus group)
- *NAIDOC Week* celebration and *Harmony Day* celebration
- Interschool sport
- Interschool sports *Gala Days*
- District, regional and state sports representation
- School Swimming Program
- Host school for *Aspley Swim Club*
- *Sparrows Soccer Clinic*
- Host school for *Vipers Netball Club*
- In 2015/ 2016 Aspley State School is the host school and chair of the North District School Sports Association

How Information and Communication Technologies are used to improve learning

Students at Aspley State School utilise digital pedagogies to enhance their learning. They use computers and iPads to engage in a variety of learning experiences and use powerful softwares to publish and communicate their learning to global audiences. Students in years 4-6 are invited to join an iPad class where they can bring their privately owned iPad to use in class to enhance student learning and engage in global citizenship, through sharing their learning and being digitally capable.

Aspley State School has two computer labs, additional computers and iPads and a green screen which are used to support film and media studies and student learning. A student resource scheme supports students to access *Mathletics* and *Spellodrome*.

Social Climate

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

Aspley State School Parents and Citizens Association is a part of the strong community which provides a welcome invitation to parents, carers and school community members to be actively engaged in the school community. By acting as a member, committee or sub committee member, executive, volunteer in the tuckshop/ uniform shop or a volunteer at working bees parents, can contribute their skills, energy and interests to add value to the school. The school P & C Association contributes \$65 000 annually towards school learning projects and school improvement.

Parent volunteers contribute much to enhance the Aspley school culture. Parents volunteer in classrooms to support specific learning programs, support sport coaching, swim club, special event days, school maintenance, landscaping and gardening.

Community Coffee provides an opportunity for parents/ carers to attend information forums. These events are held periodically after assembly and allow parents to engage with school staff and special speakers who discuss engaging topics.

The *Aspley State School Parents and Citizens' Association*, through their *Aspley125 Subcommittee* led the enormously successful **Aspley 125 Celebrations** in 2015. These celebrations included publishing a book detailing the school history, a school reunion dinner and a community festival where existing and past students, families and staff joined together in the Aspley spirit. My special thank you to the subcommittee and their team for creating a wonderful series of events that was enjoyed by all! The event was marked by a special edition wine, *Aspley 125*. A special ANZAC Day Service was held and an honour roll was created to recognise the service of Aspley State School past students who served in defence of Australia in World War 1.

Aspley Swim Club operates from Aspley State School and serves approximate 220 students from Aspley State School and other nearby schools. The Swimming Club holds regular training and swim meets where students demonstrate swimming excellence. This club is operated by volunteers and engages a professional swim coach.

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

The **Chaplaincy Program** provides spiritual, ethical and personal support for the students, families and the staff of Aspley State School. The work of the Chaplain is guided by the *Local Chaplaincy Committee* who act to maintain a productive and important link between the school, *Scripture Union* and the local community of churches. Chaplaincy assists student learning, engagement and attendance. The Chaplain also leads speciality programs for identified students for the support for grief/ loss/ trauma; *Mini Mens Shed*; self-esteem development; and social skill development. (Students require parent permission to participate in specific Chaplaincy programs.) Chaplaincy is funded through an Australian Government grant and is supported by the Aspley State School P & C Association, parents and staff.

Aspley State School held parent information sessions including: Seven Steps for Writing; Enrolment Information, Prep Readiness and Mathematics Support for Parents.

Each year the year 6 students are invited to **Tour the National Capital** (Canberra) on a 6 day camp where they learn about Australian democracy and much more. This annual tour is a proud school tradition.

In 2015 Aspley State School farewelled Mr Andrew Duncan, Principal, who had served as a dedicated principal for 6 years. On behalf of the school community, I acknowledge his dedication to the students and school community during this time.

The **2015 School Survey** indicates that 98% of parents, 97% of students and 100% of staff, indicated that *this is a good school*.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	94%	98%
this is a good school (S2035)	100%	97%	98%
their child likes being at this school (S2001)	96%	95%	95%
their child feels safe at this school (S2002)	100%	99%	98%
their child's learning needs are being met at this school (S2003)	92%	91%	94%
their child is making good progress at this school (S2004)	100%	92%	98%
teachers at this school expect their child to do his or her best (S2005)	96%	95%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	88%	91%
teachers at this school motivate their child to learn (S2007)	96%	91%	95%
teachers at this school treat students fairly (S2008)	96%	97%	98%
they can talk to their child's teachers about their concerns (S2009)	92%	98%	98%
this school works with them to support their child's learning (S2010)	84%	94%	95%
this school takes parents' opinions seriously (S2011)	92%	86%	89%
student behaviour is well managed at this school (S2012)	92%	90%	97%
this school looks for ways to improve (S2013)	100%	98%	95%
this school is well maintained (S2014)	100%	90%	86%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	97%
they like being at their school (S2036)	97%	97%	95%
they feel safe at their school (S2037)	99%	100%	95%
their teachers motivate them to learn (S2038)	97%	99%	96%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	97%	95%
teachers treat students fairly at their school (S2041)	90%	96%	92%
they can talk to their teachers about their concerns (S2042)	94%	93%	88%
their school takes students' opinions seriously (S2043)	91%	93%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	85%	90%	91%
their school looks for ways to improve (S2045)	98%	98%	98%
their school is well maintained (S2046)	98%	98%	97%
their school gives them opportunities to do interesting things (S2047)	97%	99%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	98%	98%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	88%	96%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	95%	100%	100%
staff are well supported at their school (S2075)	98%	98%	94%
their school takes staff opinions seriously (S2076)	95%	98%	96%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	88%	92%	94%
their school gives them opportunities to do interesting things (S2079)	98%	98%	94%

'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. A proactive School Council, guided by the constitution, reviews school performance; analyses and consults to frame strategic goals; communicates the goals and initiatives; implements strategic plans; and, monitors and reviews school progress.

The School Council membership includes a school council chair, parents & citizens' association president, a secretary, a representative of the parent body, a representative of the school staff, and the principal. The school council meets at least quarterly to improve student learning outcomes by acting to advance the strategic direction of the school.

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

Operating under a constitution, the P & C Association works closely with the school principal to provide additional supplementary income to the school through their business initiatives, fundraising and actively assists the school through a voluntary resource scheme. The P & C obtains revenue from the operation of the tuckshop, hall and facilities hire, *Swim Solutions* and fundraising activities.

The Parents and Citizens Association has four subcommittees including: Business Services; Building and Maintenance; Swimming Club; and Aspley Spirit.

In 2015 Aspley State School celebrated 125 years of excellence in state education with the major event, *Aspley 125*. The community celebrated this significant milestone with many festive activities and events which demonstrated strong school pride and a long and proud history. On behalf of the school community, I thank all those who generously contributed to make this a wonderful celebration for Aspley State School.

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

Reducing the school's environmental footprint

Aspley State School utilises water harvesting and this water is used for tank to toilets and acts to decrease the cost of water purchased. Solar panels support the heating of the pool. The pool backwash water is utilized to irrigate the sporting fields. Students and staff are encouraged to be efficient to minimise the use of lights. Air conditioners are set for 24 degrees and support the volume of air change flow required for a healthy learning environment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	235,955	1,722
2013-2014	296,719	1,411
2014-2015	288,745	487

*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.

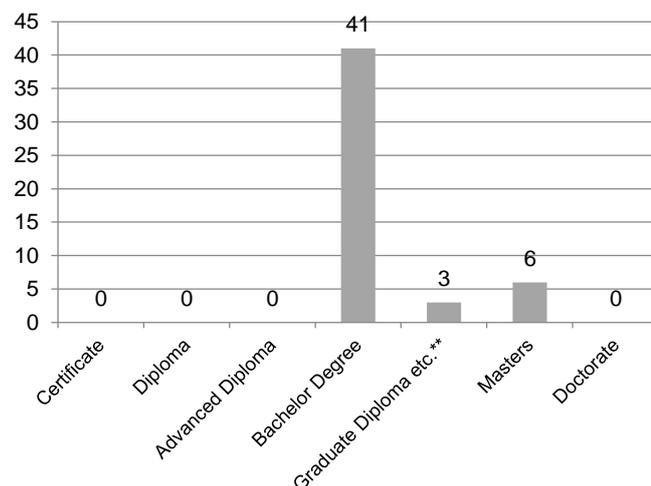
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	30	<5
Full-time equivalents	44	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	41
Graduate Diploma etc.**	3
Masters	6
Doctorate	0
Total	50



*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 2015 were \$28 064.

The major professional development initiatives are as follows:

- OneSchool Training
- Curiosity and Powerful Learning Pedagogical Framework
- The Seven Steps to Writing

- Gifted Education Mentor (GEM) Training
- Teaching of Reading Comprehension
- Grammar, Spelling and SSP
- Coaching Quality Teachers and Professional Learning Communities (PLC)
- Australian Curriculum and C2C Resources
- Myers Briggs Type Indicator
- iPads as a Tool to Support Student Learning
- Behaviour Management
- First Aid, CPR and Epipen Training
- Response to Intervention
- Code of Conduct and Student Protection Training
- Asbestos Training and Workplace and Safety
- Independent Public School Tour of Perth, Western Australia (Sponsored by QASSP)
- QASSP State Council Delegate and QASSP Principal's Conference
- Behaviour Management
- More Support for Students with Disabilities Workshops, Understanding and Managing Behaviour and Understanding Autism Spectrum Disorder (ASD)

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

The average attendance rates for all students improved slightly in 2015 from 94.6 % (2014) to 94.8 % (2015). In 2015 the average attendance for indigenous students was 90 % compared to non-indigenous students at 95%.

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

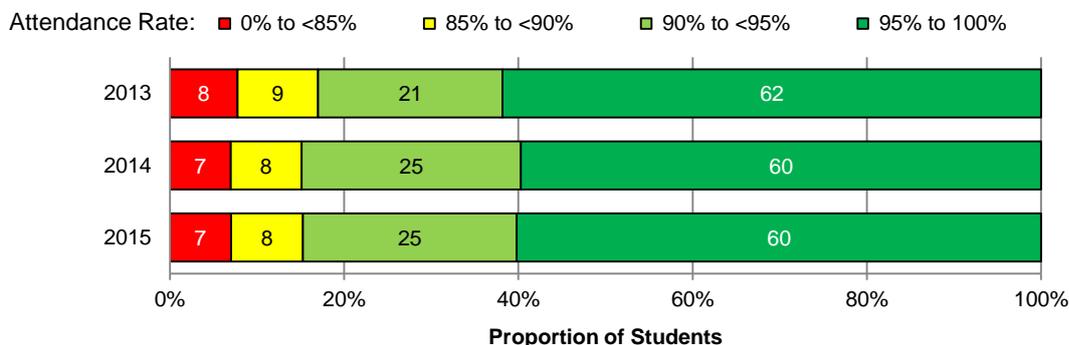
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	95%	94%	96%	94%	94%	93%	95%					
2014	95%	94%	95%	95%	95%	95%	95%	93%					
2015	94%	95%	94%	96%	95%	95%	95%	-	-	-	-	-	-

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked twice per day, each morning and afternoon. Families who cannot attend school for a number of days are required to complete an *Application for Exemption from State Schooling* to be considered by the Principal.

Aspley State School maintains close links with families and engages with families to support regular student attendance at school. Teachers monitor student attendance using the OneSchool data dashboard. Teachers or the school administrative staff contact parent/ carer if students demonstrate unexplained absences or significant absences from school.

Students are encouraged to achieve >95% attendance each Semester. The school regularly promotes the benefits for student learning that comes with regular school attendance.

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

The image shows a search form titled "Find a school". It has a dark blue background. At the top, there is a white input field labeled "School name" with a red "GO" button to its right. Below this is another white input field labeled "Suburb, town or postcode". Underneath that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it says **'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.