

Aspley State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	316 Maundrell Terrace Aspley 4034
Phone:	(07) 3863 9111
Fax:	(07) 3863 9100
Email:	principal@aspleyss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Ms Leann Griffith-Baker, Principal

School Overview

Aspley State School, established in 1890, is a state government, primary school which offers a quality primary education program for students from Preparatory to Year 6. The school has a 126 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 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. The school has proud traditions and innovative futures. There are a number of students whose parents, or grandparents, attended Aspley State School. A strong sense of school pride exists. The school celebrates a rich multi-cultural student background.

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 lifelong 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.

Aspley offers a wide range of academic, cultural, sporting and enrichment activities for students. School programs include writer's club, chess club, swimming, garden club and student leadership opportunities. The school offers excellent music programs including choirs, brass, woodwind and percussion groups. Extracurricular activities include private tuition in art, tennis, swimming, Japanese Language, Chinese Language and electronics. With a large assembly hall, swimming pool, tennis courts and two technology labs, Aspley State School is future-focused, ensuring we are preparing our students for their future.

With a strong commitment to environmental sustainability our education programs include practical initiatives such as the installation of water tanks to service the toilets and swimming pool and a solar energy system. The classroom initiatives such as composting, recycling and gardening programs support student learning. We are an active participant in the Queensland Environmental Sustainable Schools Initiative.

The School Annual Report outlines the achievements of the Aspley State School learning community in 2016.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016 Aspley State School the School Improvement Agenda outlined actions to improve student achievement in Writing.

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.

Aspley State School NAPLAN Results in 2016

Students achieved:

Year 3

- Mean Scale Scores statistically above the Nation in year 3 reading, grammar and punctuation, and, numeracy.
- Mean Scale Scores statistically similar to the nation; numerically equal or above the Nation in writing.

Year 5

- Mean Scale Scores statistically above the Nation in grammar and punctuation.
- Mean Scale Scores statistically similar to the Nation; numerically equal or above the nation in reading, spelling and numeracy.
- Statistically similar to the Nation; numerically below the Nation in writing



Aspley State School students achieving in the upper 2 bands in 2016 include:

2016 NAPLAN Year 3

- 74% reading (Nation 49%)
- 55% writing (Nation 49%)
- 69% spelling (Nation 46%)
- 70% grammar and punctuation (Nation 53%)
- 51% numeracy (nation 36%)

2016 NAPLAN Year 5

- 38% reading (nation 35%)
- 14% writing (nation 17%)
- 33% spelling (nation 30%)
- 56% grammar and punctuation (nation 36%)
- 30% numeracy (nation 28%)

2016 School priorities included:

- Improve student performance in writing and maintain reading achievement.
- Specialist Teachers lead science based inquiry.
- Continue to enact the four year plan for Aspley State School 2016-2019. This 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.
- Major professional development for staff in 2016 included: Curiosity and Powerful Learning as a Pedagogical Model: *The Aspley Way*, OneSchool, use of student performance data to inform teaching, Inquiry Based Learning, Teaching of Writing, Information Communication Technology (ICT), and mandatory training. Teachers participated in targeted peer coaching and feedback to improve the quality teaching and learning.
- Review the current model for the Student Support Team.
- Explore the International Baccalaureate Program and investigate feasibility for Aspley State School to build on the Inquiry Based Learning from the Curiosity and Powerful Learning professional development.
- Facilities works include ongoing school maintenance including repainting, furniture replacement. The Removal of the Dental Unit in 2016/17 is desirable to allow redevelopment of the early years playground. Upgrade Wireless access upgrade to provide high density wireless access for students and staff is scheduled. Netball Court upgrade including new surface, nets, poles and lights. Swimming pool maintenance to include repainting and coping tile repairs.

Future Outlook

In 2017 the future outlook includes a school improvement agenda to:

Partnerships

- Enact the 4 year strategic plan 2016-2017.
- Continue to establish and maintain community partnerships.
- Seek in kind or financial sponsorship for school events and projects.
- Community support for the annual year 6 excursion to Canberra.
- Secure sponsorship community and local business to support learning.
- Maintain community use / hire of school facilities.

Architecture

- Enact stage one of the master plan to install drainage for the 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 e.g. 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 2017/2018.
- Asbestos removal in Administration and E Block.

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.
- Election of School Council members in 2017 (1 parent and 1 staff representative).
- Maintain two Local Relief Teachers to ensure consistent student learning programs.
- Utilise school funds to employ additional teacher aide time in Preparatory and Primary programs of instruction.

Teaching

- Expedite a sharp narrow focus to improve quality of student writing.
- Strengthen pedagogical practices in line with the *Curiosity and Powerful Learning* pedagogical model.
- Complete a feasibility study of the *International Baccalaureate -Primary Years Program*. Staff to participate in study tours to local schools.
- Strengthen teacher ability to cater and record actions to support diverse learners
- Use the *Investing For Success* (IFS) school grant to enhance learning for all students as detailed in the *Investing For Success* Plan.
- Use school funds to provide specialist science teachers
- Introduce LOTE (Japanese) for students in year 2-6.
- Review Assessment Schedule to include Early Start data collection.

In 2017 a major focus to improve student writing is a key action. To enable this all staff will strengthen their skills 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 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	701	341	360	24	96%
2015*	714	354	360	26	95%
2016	723	348	375	25	96%

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 2016, 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

Overview

Students at Aspley State School are honoured 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:

- 729 students enrolled as of February 2016.
- 3 % of students identified as Indigenous.
- 2 % 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 and reflect 30+ dialects / languages.
- 21% 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 1093 in 2016.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	25	24
Year 4 – Year 7	22	25	24
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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 2016 there was explicit improvement agendas of:

- Writing
- Quality teaching and learning: based on the pedagogical model of *Curiosity and Powerful Learning*.

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.

Co-curricular Activities

- 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 5/6
- *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)
- 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 e.g. 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 2016 Aspley State School was the host school and chair of the North District School Sports Association.

How Information and Communication Technologies are used to Assist 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 software to publish and communicate their learning to global audiences.

Students in years 4-6 are invited to 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. In 2016 the student resource scheme and school based funds supported students to access *Mathletics*, *Literacy Planet*, *Spellodrome*, *Sunshine Online*, *Typing Tournament* and *Brain Pop* to enhance their learning.

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.

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 approximately \$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.

Aspley Swim Club operates from Aspley State School and serves approximate 240 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 private 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 specialty programs for identified students for the support for grief/ loss/ trauma; *Mini Men's 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, war history, civics and citizenship and much more. This annual tour is a proud school tradition.

The *2016 School Survey* indicates that 99% of parents, 99% of students and 100% of staff, indicated that *this is a good school*.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	98%	99%
this is a good school (S2035)	97%	98%	99%
their child likes being at this school* (S2001)	95%	95%	99%
their child feels safe at this school* (S2002)	99%	98%	100%
their child's learning needs are being met at this school* (S2003)	91%	94%	94%
their child is making good progress at this school* (S2004)	92%	98%	93%
teachers at this school expect their child to do his or her best* (S2005)	95%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	91%	91%
teachers at this school motivate their child to learn* (S2007)	91%	95%	94%
teachers at this school treat students fairly* (S2008)	97%	98%	96%
they can talk to their child's teachers about their concerns* (S2009)	98%	98%	96%
this school works with them to support their child's learning* (S2010)	94%	95%	95%
this school takes parents' opinions seriously* (S2011)	86%	89%	89%
student behaviour is well managed at this school* (S2012)	90%	97%	91%
this school looks for ways to improve* (S2013)	98%	95%	96%
this school is well maintained* (S2014)	90%	86%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	99%
they like being at their school* (S2036)	97%	95%	98%
they feel safe at their school* (S2037)	100%	95%	100%
their teachers motivate them to learn* (S2038)	99%	96%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	93%
teachers treat students fairly at their school* (S2041)	96%	92%	91%
they can talk to their teachers about their concerns* (S2042)	93%	88%	93%
their school takes students' opinions seriously* (S2043)	93%	92%	93%
student behaviour is well managed at their school* (S2044)	90%	91%	91%
their school looks for ways to improve* (S2045)	98%	98%	99%
their school is well maintained* (S2046)	98%	97%	99%
their school gives them opportunities to do interesting things* (S2047)	99%	96%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	91%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	97%
staff are well supported at their school (S2075)	98%	94%	98%
their school takes staff opinions seriously (S2076)	98%	96%	97%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	92%	94%	88%
their school gives them opportunities to do interesting things (S2079)	98%	94%	95%

* 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. 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, representatives of the parent body, representatives 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 Parents & Citizens' 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 Parents & Citizens' obtains revenue from the operation of the tuck shop, 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.

Parents are encouraged to assist in learning activities through volunteering in classrooms, sports and extracurricular activities. Parents of diverse learners and students with disabilities are invited to work in partnership with the school staff to support the necessary adjustments made to assist students to access learning and participate fully at school.

Respectful relationships programs

At Aspley State School there is focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This includes the explicit teaching of social skills, a social skill of the week and the *High 5 Strategy of Dealing with Teasing / Bullying*. The *Responsible Behaviour Plan for Students* guides the community expectations of the student behavior standards and is proactive to support positive behavior and a demonstrated respect for others.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	15	28	32
Long Suspensions – 6 to 20 days	0	3	0
Exclusions	1	0	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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	296,719	1,411
2014-2015	288,745	487
2015-2016	292,448	1,551

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	51	31	0
Full-time Equivalent	46	22	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	2
Bachelor degree	38
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 29 252.

The major professional development initiatives are as follows: Study Tour to Western Australia; Australian Curriculum; Science; Writing; First Aide; *Curiosity and Powerful Learning*; Teacher Peer Coaching and Feedback; OneSchool, Workplace Health & Wellbeing; and International Baccalaureate –Primary Years Program.

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016				
Description	2014	2015	2016	
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%	
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	90%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

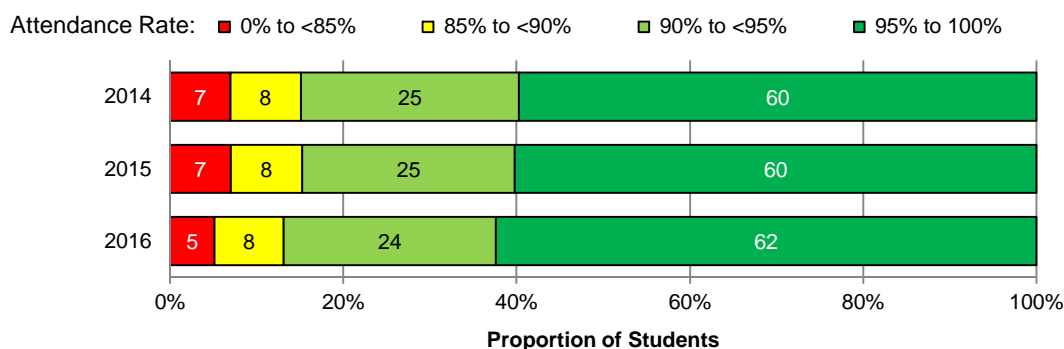
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	95%	95%	95%	95%	95%	93%					
2015	94%	95%	94%	96%	95%	95%	95%						
2016	96%	95%	94%	95%	96%	95%	93%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution 2016

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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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Find a school

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Government

Non-government

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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.

Conclusion

Aspley State School aims to lift the educational outcomes for every student to allow them to succeed and to prepare them for the world of tomorrow, today.