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Principal's foreword

Introduction

This 2008 School Annual Report will highlight:

- Achievements in learning across the school
- Commitment to the Education Queensland future-oriented agenda
- Implementation of QCAR (Queensland Curriculum Assessment Reporting Framework)
- High standards set across the school in learning, personal growth and behaviour
- Our inclusive and supportive practices for the range of students enrolled at the school
- High level of community involvement and support for the school's directions
- Commitment to professionalism of our staff
- Pride in the school's history, ethos and exceptional spirit
- Quality in our programs, activities and opportunities for all students
- High performance in the range of tests and other assessment activities undertaken by our students

This report will prove how we have set high performance goals and achieved quality learning throughout the 2008 school year. Evidence of this will be provided via our variety of programs, results and commitment to provide a range of relevant and life-long learning experiences for all our students.

Future outlook

We look for some positive outcomes for Aspley SS through 2009 and into 2010. Our main future outcomes of priority for this annual report are;

- I. ICT New equipment in the form of computers, data projectors and smart boards will be acquired. Staff to be trained in the effective use of smart boards to enhance learning. Continued and expanded use of computer labs and technician time and services. Skilling of teachers in use of cutting-edge technology.
- II. FACILITIES Overall plan to improve and upgrade facilities across the campus. Maintenance increased and co-ordinate, upgrades to hall and library, new shade structures, refurbishment of rooms, strategies to address parking and traffic issues.
- III. OUTCOMES We look for improved results across all areas of testing (NAPLAN) with a specific emphasis on improving reading attainment in the Year 3 (2008) cohort.

Our school at a glance

School Profile

Total student enrolments for this school 577

Year levels offered Preparatory to Year 7

Coeducational setting

Curriculum offerings

Our distinctive curriculum offerings

- Aspley Speaks Out
- Individualised Art classes using a qualified Graphic Artist
- Tournament of Minds and Opti-Minds
- Instrumental Music
- Perceptual Motor Skills Programme
- Choral
- Chess
- Mathematics extension
- Mathematics boosting programme

Extra curricula activities

- Chess
- Aspley Speaks Out
- ELV Projects
- Moon Projects (in conjunction with Australian Catholic University)
- Multi-Cultural concert
- Catchment Care programme (Little Cabbage Tree Creek – the original name of the school)
- Robotics Programme (funding applied for in 2006)
- ANZAC Day commemoration – exclusively run by the senior leaders of the school
- Senior Leader Process – based on workbook and speaking processes
- I-Pod technology – notable achievements in state and national competitions
- Buddy programme – commences with the Year 5's as buddies for the Preparatory Year students in introducing them to the leadership process and continues through to Year 7 (where the Preparatory child is now in Year 3)
- MS Readathon
- Premier's Reading challenge
- Gross Motor Programme
- Triple P programme

Our school at a glance

How computers are used to assist learning

Since 2007 there have been significant resources and planning put into computers to enhance learning across the school.

There has been the refurbishment of two computer laboratories (A block Rooms 1 and 2 and F Block, Room F2). Incorporated in these laboratories is state of the art computer equipment along with purpose built support furniture etc. A total of 60 computers are provided in these facilities. Scheduling of use of the rooms has been simplified in having two laboratories across the school with the addition of a minimum of two computers in each classroom thus allowing integration of technology across the curriculum.

Ongoing training and skilling of staff has seen increased use of technology. Class learning on computers is based on the skills required for each year level in accordance with the school's published computer curriculum plan and also Education Queensland's Technology syllabus. Correct and appropriate use of the school technology system is required and monitored by teaching staff and the Education Queensland filter system.

Students are given the opportunity to develop skills in basic programming and construction using Lego Robotics This is an elective and is only completed by those students identified as having skills or talents in this area or those who self-identify.

Social climate

Aspley has a Pastoral Care programme called C.A.R.E. Care is based on the students being responsible for their own behaviour, 'Owning' the behaviours and being also responsible for the consequences of any behavioural lapses. Aspley is in an enviable position where aberrant behaviour is very infrequent. Suspension is rarely used in the school as a process to manage student behaviour.

Choice Theory is a large part of the school's ethos. Choice Theory is the work of William Glasser of the Glasser Institute in the United States. The school's CARE programme is based on this work and children, staff and parents are familiarised with the language of Choice on Assemblies, in the classrooms and also through the school's newsletter (Aspley Herald).

School Opinion Surveys in 2008 provided the following data:

Students who felt safe at the school = 67%

Parents who felt it was a safe school = 89%

Students who considered they were treated fairly = 61%

Parents who considered students were treated fairly = 85%

Students satisfied with behaviour in the school = 25%

Parents satisfied with behaviour in the school = 81%

Parents satisfied with the social skills their child is learning = 85%

Parents satisfied the school makes you feel welcome = 74%

Students happy to go to this school = 71%

Parents satisfied their children are happy to attend this school = 89%

Our school at a glance

Involving parents in their child's education.

Aspley has traditionally had a strong culture of involving parents in their child's education. Whether this is in the parent being actively involved in the classroom, being encouraged in participating in classroom tasks and assistance or being involved with the P and C and its activities in a positive way.

The P and C of Aspley has contributed a minimum of \$40 000 to the global budget here at the school over the past several years. Much of these funds have been directed to the curriculum teaching and learning processes of the school. Earnings by the P and C had to be, by necessity, high to maintain this level of support.

P&C meetings are well attended and subcommittees well organised and active. The school has a high quality music program and a strong swimming club.

Aspley parents do send their children to school ready to learn and the children come from homes with the high expectations of parents as the basis for their day to day involvement.

It is also a school-held belief that the learning process is maximized if we hold three things to the fore:

HIGH EXPECTATIONS

ENGAGED TEACHING

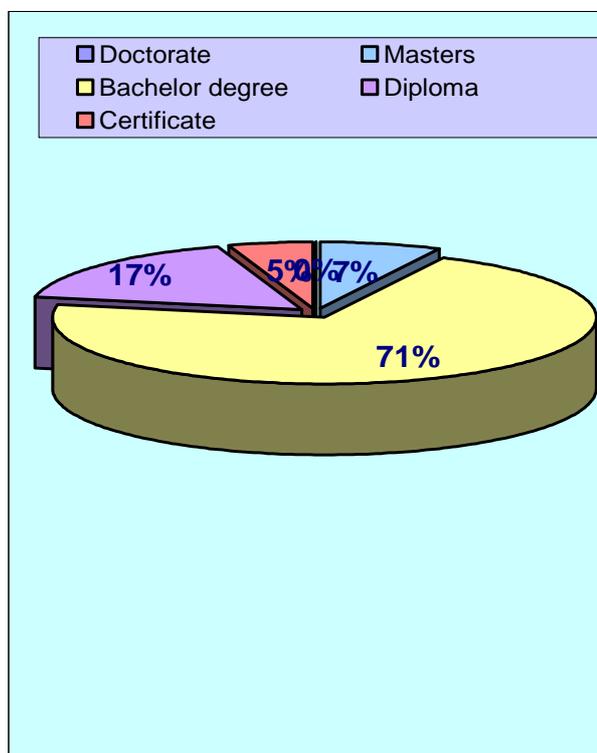
FOCUSSED LEARNING

The school's results illustrate the strong working relationship that exists between the school, parents and general community.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	29
Diploma	7
Certificate	2



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$ 17 876.

The major professional development initiatives are as follows:

- QCAR with an emphasis on embedding the essentials
- Gifted Education (GEMS)
- Mathematics
- Resuscitation
- Indigenous Education – Crossing Cultures
- Technology
- The involvement of the teaching staff in professional development activities during 2008 was 95%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 94% of staff was retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 95%.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	403	484	553
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	92%	94%
Writing	Average score for the school	385	488	551
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	95%	92%
Spelling	Average score for the school	382	487	559
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	94%	99%
Grammar and Punctuation	Average score for the school	391	498	549
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	96%	92%
Numeracy	Average score for the school	390	476	576
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	97%	99%

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	75%
Writing	95%
Number	96%

Performance of our students

Value added

The school offers a wide and stimulating curriculum with an emphasis on individual needs and inclusivity.

Results in various tests show how the 'distance travelled' by students underlines the importance placed across the school on learning and the basics. Compare the Year 3 results above with those in Year 7 – this has been a feature of performance at Aspley over many years.

Students lives, learning and achievements are enriched by:

- Extension programs (Gifted Education Mentors)
- Quality music program
- Physical education with an emphasis on swimming
- LOTE – Japanese – accredited host school for exchange visits
- Technology – extensive network including labs as well as integration of curriculum in ICT
- High quality special education and intervention programs
- Supportive responsible behaviour and social development strategies
- Well above state and national benchmarks in NAPLAN

Parent, student and teacher satisfaction with the school

The various groups comprising the school community have a pleasing level of satisfaction with the school and its operations. This is mainly accessed through the school's annual School Opinion Surveys. Main results within this are:

STUDENTS

Happy to go to this school 71%

Your teacher takes an interest in you 78%

That this is a good school 77%

PARENTS

Children receive a good education at this school 85%

Satisfied with what children are learning at this school 85%

That this is a good school 96%

STAFF

Feel this is a safe place to work 83%

Feel their work efforts are worthwhile 100%

Are happy to work at this school 83%