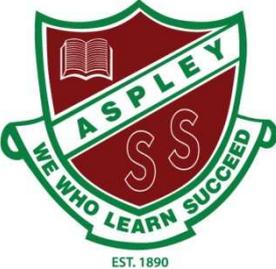


QUEENSLAND STATE SCHOOL REPORTING - 2009

Aspley State School (0610)

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Principal's foreword

Introduction

It is with great pride and pleasure that I present the 2009 School Annual Report for Aspley State School.

Aspley SS is not just an education institution; it's a whole community thriving on academic achievement and high quality extracurricular opportunities. This report details just some of the achievements and opportunities students and community were afforded during the 2009 school year.

What makes Aspley 'shine' are the people that make our community. Our teaching and non-teaching staff's commitment to education and supporting students to work to their full potential, the cleaners and grounds staff who ensure our site is ready for action each and every day and our parents and friends who work tirelessly to support teaching in classrooms and who have built a committed and collaborative P&C Team to ensure our students have every resource possible to enhance their education. To all in our school community I say CONGRATUALTIONS! And THANK YOU!

Aspley State School is truly a wonderful and inspiring place to work and I have the best job in the world thanks to a wonderful and supportive staff, parent and student body.

Kind Regards



Andrew Duncan

QUEENSLAND STATE SCHOOL REPORTING - 2009

Aspley State School (0610)

School progress towards its goals in 2009

There were three main targets outlined in the 2008 Annual report being ICT, Facilities and Student Outcomes:

ICT

During 2009 a review of technician time and services was conducted resulting in a more streamlined approach to technological support for all staff and enhanced use of technician time ensuring our computers were ready and working for student learning. With the assistance of the National Schools Pride and our P&C Association, late in 2009, electronic whiteboards, data projectors and sound systems were purchased so that every teaching classroom would be fitted with such technology.

Facilities

With the support of Facility Services Managers and our P&C Building and Maintenance Committee, a plan to address the current and future maintenance issues at Aspley State School was developed. Significant works commenced in the area of maintenance in late 2009 and are continuing in the early part of 2010.

Outcomes

During 2009 teachers developed their skills in analysing and interrogating school and systemic data. This was to identify trends and better inform, teaching and learning. The staff also began investigating whole school consistent approaches to internal monitoring.

The initial drafting of a whole school direction for moving into a national curriculum commenced with program and practice audits.

Future outlook

A key focus for Aspley State School into 2010 is continuity, curriculum and consistency.

Continuity:

A focus on enhancing professional sharing of student learning and progress from year to year, increasing professional opportunities for teachers to share and support student learning in collaborative teams and support for the increased utilisation of the enhancements to One School.

Curriculum:

Realigning and or redevelopment of school based curriculum programs to suit the rollout of a National Curriculum supported by advisory visiting teaching – in particularly in the areas of Science, English and Mathematics.

Consistency:

A realignment of key pedagogical (teaching) processes scaffolded as student progress through the years. (For example – consistent use of spelling strategies, writing processes, use of higher order thinking strategies)

Our school at a glance

School Profile

Aspley State School is Coeducational offering a curriculum from the Preparatory Year to Year 7.

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
604	295	309	89%

Characteristics of the student body:

Aspley State School enjoys the benefits of having a relatively stable enrolment with a somewhat even balance of student sexes across the school. Our school draws enrolments for a variety of multicultural backgrounds from around the world and thrives on a harmonious and productive respect for all cultural identities.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	85%	15%	0%
Year 4 – Year 10	25	100%	83%	17%	0%
Year 11 – Year 12					
All Classes	23	100%	84%	16%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Aspley State School curriculum centres around the delivery of English and Mathematics and key core subjects supported by a two year rolling integrated studies program. The school general curriculum incorporates the essential leanings for the 8 Key Learning Areas of English, Mathematics, Study of Society and Environment, Science, The Arts, Music, Physical Education/Health, and Languages other than English (Japanese)

In addition the following programs are offered:

- Individualised Art classes using a qualified Graphic Artist
- Classroom Public Speaking Program – Preparation for Aspley Speaks Out Public Speaking Competition.
- ICAS English, Writing, Spelling, Mathematics, Science & Computer Competitions
- Instrumental Music
- Perceptual Motor Skills Program
- Choral Program for Piccolos, Junior, Senior and Boys
- Partnership Programs with Bunyaville Environmental Education Centre and Nudgee Beach Environmental Centre.
- Queensland Environmentally Sustainable Schools Initiative (QESSI) Alliance member

Extracurricular activities

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

- Sport Clinics
- Swim Club
- Chess Club
- Partnerships with Taekwondo Clubs
- Student Council
- AFL AusKick
- Bootcamp for kids

How Information and Communication Technologies are used to assist learning

In order to ensure we are engaging our 21st Century learners, our school is committed to ensuring we have available to all students the technology required on a daily basis. We also recognise that when it comes to teaching and learning the focus needs to be on appropriate use of technology to support learning.

Significant investment has been made by our school and P&C to ensure our resources are of the highest standard. To ensure every teacher has access to this technology to support learning, our P&C and school have developed a strategy to equip EVERY classroom with a data projector, electronic whiteboard and sound system (Purchased in late 2009). Furthermore we have a strategic plan to equip the whole school with wireless technology, laptop computers and Imacs for the upper school in 2010. The school has two computer labs equipped with 30 computers each available for whole class tutoring and desktop computers in each classroom.

Teachers are ensuring they continue to keep up with the latest technologies and undertake professional development on a regular basis to enhance their knowledge and utilisation of technology to enhance their teaching.

Our school at a glance

Social climate

During 2009 Aspley State School reviewed the Responsible Behaviour Plan for Students. A unique attribute of Aspley Students would have to be the high expectations the students have of their own behaviour. Peer pressure often works in the positive with student's strongly encouraging appropriate behaviours and expectations within their own peer groups.

School Opinion Surveys in 2009 provided the following data:

- Students who felt safe at the school = 90%
- Parents who felt it was a safe school = 86%
- Students who considered they were treated fairly = 75%
- Parents who considered students were treated fairly = 79%
- Students satisfied with behaviour in the school = 56%
- Parents satisfied with behaviour in the school = 72%
- Parents satisfied with the social skills their child is learning = 75%
- Parents satisfied the school makes you feel welcome = 82%
- Students happy to go to this school = 90%
- Parents satisfied their children are happy to attend this school = 93%

Parent, student and teacher satisfaction with the school

Aspley State School is held in high regard by all stakeholders. 2009 was, financially, a turbulent year for Aspley State School which impacted on staff's ability to participate in paid external professional development.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	85%
Percentage of students satisfied that they are getting a good education at school	87%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	45%
Percentage of staff members satisfied with morale in the school	76%

Our school at a glance

Involving parents in their child's education.

One of the unique features of Aspley State School is the number of parents you will see actively engaging in classroom and school activities on a daily basis. Parents are encouraged to play vital roles in assisting students learning and we welcome helpers in classrooms, at swimming lessons and culmination celebration of learning events.

An important and enthusiastic part of our school family is our P&C association. You will not have witnessed a more supportive or active group of parents who work tirelessly to continue to enhance our school.

Strong communication is encouraged between home and school. Academic Reporting to parents occurred at the following times

End of Term 1- Interviews with parents

End of Term 2 - Written report sent home and interviews with parents and students.

End Term 3 - Interviews with parents

End of Term 4 - Written report sent home

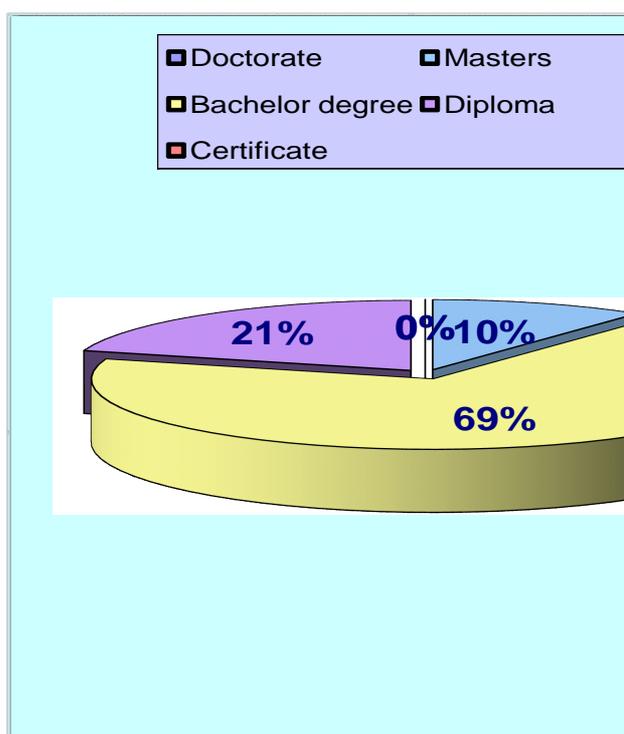
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	49	28	0
Full-time equivalents	40	17	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	34
Diploma	10
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$7903 .

The major professional development initiatives are as follows:

- Various Professional Development Network In-service afternoons
- Inclusive reading program
- GEM Program and network meetings (Gifted Education Mentors)
- DP, HOC and Principal Network Meetings
- Gizmow & Gadgets Workshop
- CPR Updates
- Using music in an inclusive classroom
- Year level moderation activities intra and inter-school

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 99% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 95%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
95%	95%	95%	96%	96%	94%	95%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are provided to class teachers weekly and returned to administration for recording on the School Management System (SMS). Rolls are marked by class teachers twice daily. Parents are required to sign students in and out through the office when arriving late or leaving school early.

Aspley State School monitors student attendance on a regular basis. Teachers refer attendance concerns to the Student Support Services Committee. Each term parents of students with unexplained absences are supplied with their child's attendance report and are required to return the report to administration for processing.

Excessive student absence is followed up with parents in line with SMS-PR-029 which includes parents meeting with administration to discuss and resolve any concerns regarding non-attendance. Parents at Aspley State School are vigilant in reporting student absence hence it is in very rare cases that student attendance concerns reach this level.

Achievement – Years 3, 5, 7, and 9

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 in 2009	393	506	575	
	Average score for Australia in 2009	410.8	493.9	541.1	
	For the school the percentage of students at or above the national minimum standard.	2008	92%	94%	97%
		2009	95%	95%	96%
	For the school the percentage of students in the upper two bands	2008	48%	22%	36%
		2009	35%	43%	47%

Performance of our students

Domain	Measures	Yr 3	Yr 5	Yr 7	
Writing	Average score for the school in 2009	399	483	551	
	Average score for Australia in 2009	414.5	484.7	532.4	
	For the school the percentage of students at or above the national minimum standard.	2008	95%	92%	97%
		2009	93%	95%	96%
	For the school the percentage of students in the upper two bands	2008	24%	29%	29%
		2009	37%	18%	35%
Spelling	Average score for the school in 2009	382	480	573	
	Average score for Australia in 2009	404.8	487.2	540.0	
	For the school the percentage of students at or above the national minimum standard.	2008	94%	99%	100%
		2009	94%	92%	97%
	For the school the percentage of students in the upper two bands	2008	23%	26%	33%
		2009	26%	22%	47%
Grammar and Punctuation	Average score for the school in 2009	394	507	564	
	Average score for Australia in 2009	419.7	499.7	539.5	
	For the school the percentage of students at or above the national minimum standard.	2008	96%	92%	96%
		2009	91%	94%	97%
	For the school the percentage of students in the upper two bands	2008	35%	28%	30%
		2009	41%	42%	33%
Numeracy	Average score for the school in 2009	380	482	591	
	Average score for Australia in 2009	393.9	486.8	543.6	
	For the school the percentage of students at or above the national minimum standard.	2008	97%	99%	100%
		2009	93%	95%	100%
	For the school the percentage of students in the upper two bands	2008	28%	14%	41%
		2009	21%	23%	54%