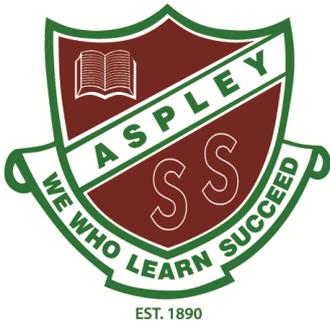


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Aspley State School (0610)

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### Principal's foreword

#### Introduction

It is with a great amount of pride that I present the 2010 Aspley State School Annual Report. 2010 was indeed an amazing year for the Aspley School Community. The Building the Education Revolution dominated the school infrastructure program from January through to September which major enhancements to the school hall and library facility.

Major works were also completed around the school including all the rooms in B block receiving new carpet, the pool received a new shell, new shade structures were erected over the early years playground and between B and F block, wireless internet was installed across the school setting and the new LED sign was erected on Maundrell Terrace – just to name a few.

2010 was also a special year being that we were celebrating 120 years of quality education. It was so fitting to see our 'grand old lady' receive such much needed attention.

Whilst all this was occurring our teachers continued to focus on our students and what remains our most important job of all – teaching! I cannot emphasise enough how wonderful it is to work with such a professional and dedicated team.

Finally our parents and students continued to be strong advocates for our school. Thank you for your dedication and devotion to your child's education and for being such strong supporters of our school community. It's what sets our school apart!

2010 was a transformational year for Aspley State School and 2011 promises to be inspirational!

See you in the playground



Andrew Duncan

Principal

### School progress towards its goals in 2010

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

#### **Continuity:**

Teachers worked in collaborative year level teams to develop units of work, analyse, discuss and share student progress as well as strategies for targeted areas of improvement.

Teachers implemented the Progressive Achievement Tests for Reading and Mathematics as a measure to benchmark student progress and better align school assessment to a national standard.

Teachers also focused on the utilisation of One School to record this data and enhance the transfer of student achievement information into 2011.

#### **Curriculum:**

Tapping into the Regional Science Spark Initiative, Teachers worked with an advisory visiting specialist to develop a new whole school science program and teaching philosophy based on the nationally recognised Primary Connections Program. The advisory visiting teacher also worked in class rooms mentoring teachers and providing professional advice on implementing this new program.

#### **Consistency:**

A deliberate focus within our teaching teams was to deliver consistent teaching programs differentiated to suit the learning styles and needs of each member of the classroom. Teachers worked closely with specially chosen students to develop specific and targeted learning goals. Teachers designed and implemented individual programs for these students and ensured consistency and continuity by assessing each goal after a five week period. This provided valuable feedback to students on their distance travelled and assisted to realign goals to build further success. We call it the 5,5,5 strategy.

Aspley State School developed a whole school assessment policy which details the specific assessments undertaken by each year level throughout the year. These assessments were undertaken by every student in a particular year level and analysed to further develop learning goals and inform future planning needs for students. Utilising this consistent data on a regular basis we can better track student achievement and focus learning programs to ensure every student achieves to their full potential.

### Future outlook

Aspley State School will undertake a Quadrennial School Review in 2011.

We will deliberately focus on the following areas of our teaching program for 2011:

The Teaching of Spelling

The Teaching of Reading

The Teaching of Numeracy.

Continuing on from our 2010 goals we will focus upon explicit strategies utilised across the school to teach spelling, reading and numeracy. A specific emphasis will be on embedding a common language and pedagogical framework.

## Our school at a glance

### School Profile

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

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
607	304	303	91%

### 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 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	92%	8%	0%
Year 4 – Year 10	28	55%	0%	55%	45%
All Classes	25	79%	50%	29%	21%

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	10
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 focuses upon English and Mathematics as well as literacy and numeracy across all KLAs. This year science was prioritised and timetabled as a stand-alone KLA, no longer embedded within the integrated studies program.

The two year rolling integrated studies program was realigned to cater for this change. 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 were offered:

- 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

#### Extra curricula 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
- Choirs
- Instrumental Music
- Art Classes (Offered after school)
- ARL Development Cup
- Inter school Volleyball Competition at Craigslea State High
- 

#### How Information and Communication Technologies are used to assist learning

At Aspley State School we focus on the appropriate use of Information and Communication Technologies to enhance learning. To ensure that ICT's are easily and appropriately embedded into our curriculum we have deliberately focused on ensuring staff and students have appropriate, efficient and effective access to technology.

## Our school at a glance

Each classroom across our school has a data projector and interactive whiteboard installed. Wireless internet enhances mobility and accessibility to the 24 student laptops in our year 6&7 classrooms + the staff laptop computers.

A new computer lab was constructed as part of the BER library upgrade with 30 new computers and 8 new iMac computers, a professional digital video camera, green screen technology and 2 SLR Cameras were also purchased.

### Social climate

One of the strongest highlights of Aspley State School, besides our academic and extra-curricular achievements, would have to be the strong sense of community. The Aspley Spirit Committee are a dedicated subcommittee of the P&C and the bush telegraph for all things social in and around our school. The Spirit Committee is also a valuable community link between the school organisational structures and home and have proven to be a valuable support for families in times of difficulty.

### Parent, student and teacher satisfaction with the school

Aspley State School continues to shine – held in high regard by all stakeholders. It is not just a school, it's a community facility built on trust, good communication and great relationships.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	94%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	73%
Percentage of staff members satisfied with morale in the school	89%

## Our school at a glance

### Involving parents in their child's education.

Parents are valuable partners to effective teaching and learning and where ever you go throughout the school you'll be hard pressed not to find parents working in some capacity assisting students, helping in the library, celebrating success at end of unit activities or in the pool.

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. In 2010 the P&C and the school worked to streamline and embed long term policies and practices to ensure the continuity and sustainability of the great work that has been achieved in the past 12 months.

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

### Reducing the school's environmental footprint

Aspley State School is always investigating ways to reduce its environmental footprint. Solar Power is installed above B block and large water tanks collect all the water from the hall roof. This water is piped back into the toilet block.

Aspley State School completed an sustainable environmental management plan in collaboration with Nudgee Beach Environmental Education Centre and are currently enacting that plan.

The school pool received a new shell in 2010 resulting in the pool being emptied and refilled resulting in increased water charges and usage for the 2010 year.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$49,926	\$26,048	\$14,549	\$4,108	\$5,221	\$0	\$0	144,238	2,193	0
2009	\$51,137	\$29,034	\$0	\$0	\$3,983	\$0	\$18,120	177,797	1,963	0
% change 2009 - 2010	-2%	-10%	N/A	N/A	31%	N/A	-100%	-19%	12%	N/A

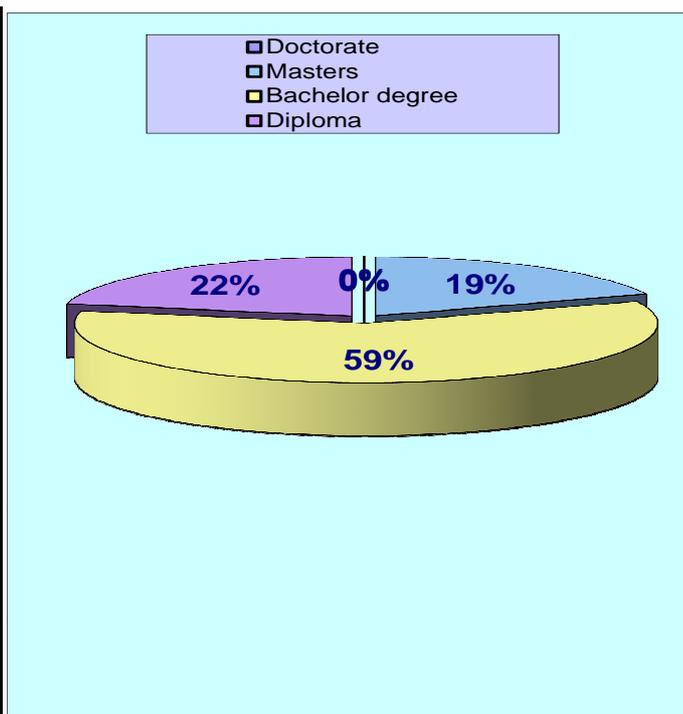
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	37	28	0
Full-time equivalents	33	17	0

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	22
Diploma	8
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$12669.48 .

The major professional development initiatives are as follows:

- \*\* Cluster, District and Regional Network Meetings
- \*\* Preparing for the Future – National Curriculum
- \*\* Use of interactive Technology
- \*\* Aspirant Leaders
- \*\* First Steps Number

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

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

From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
95%	92%	94%	95%	96%	96%	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.

Aspley State School monitors student attendance rigorously throughout the year. Classroom Teachers contact parents directly if a student is absent for three consecutive unexplained days. Parents receive attendance reports on a termly basis and attendance concerns are noted and managed through our Student Support Services Committee.

## Performance of our students

### 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.

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

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

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Our Indigenous students have an attendance rate that is very comparable to that of our non-Indigenous students. The Indigenous attendance is 93.6% while that of non-Indigenous is 94.2%.

In 2010 Aspley State School did not have any indigenous student enrolled in Year 3.